Georgie Lee Abel
Inducted 2002

By Dean and Naomi Tuttle

Georgie Lee Abel (1907-1997) was born in Atlanta. The Abel Family moved to Chattanooga, TN and then on to Nashville so she could attend the Tennessee School For The Blind. She received her B.S. and M.A. degrees from George Peabody College for Teachers in English and completed further graduate work at other institutions.

Georgie Lee Abel began her teaching career at the Idaho School for the Blind in Gooding. Her next positions were as teacher and principal at the Iowa School for the Blind in Vinton and then at the Overbrook School for the Blind in Philadelphia.

Near the end of World War II, Georgie Lee Abel was called upon to join the staff of the American Foundation for the Blind as the Educational Consultant. At this time, there was a dramatic increase in the number of blind and visually impaired children due to retrolentalfibroplasia (currently referred to as retinopathy of prematurity.) Georgie Lee Abel spearheaded the effort to prepare the public school systems to meet the educational needs of this influx. In addition, she spent a great deal of her time going to various states to help initiate teacher training programs for the blind and visually impaired

who would be enrolled in public schools. She also served as president of the National Braille Club during 1959-60.

In 1960, Georgie Lee Abel joined the special education faculty at San Francisco State College, as coordinator for the Area of Blindness. Typical of her pioneering spirit, she hired Stan Suterko and Pete Wurzberger to provide O&M workshops for public school teachers, a first in the country. Through her tireless efforts and professional skill, she strengthened and enlarged the vision program by refining the curriculum and by writing grants to add faculty and to obtain student stipends.

Georgie Lee Abel lived in the Park Merced Towers adjacent to the campus and her apartment became a gathering place for students and faculty. She retired in 1974 but continued for many years to be in demand as a speaker, lecturer, and consultant.

Georgie Lee Abel has contributed articles to various publications dealing with general education and health as well as specifically with the education of blind children. She wrote the chapter "The Education of Blind Children," in *Education of Exceptional Children and Youth*, edited by Cruickshank and Johnson; edited the book *Concerning the Education of the Blind* published by AFB; and co-authored with Lowenfeld and Hatlen, *Blind Children Learn to Read*. She has coordinated three national work sessions dealing with the education of the blind, has served as a consultant to the U.S. Office of Education and was a member of various general education organizations. She is listed in Who's Who in Education. Georgie Lee Abel was the recipient of the Mary K. Bauman Award, given to an individual who through his or her example, insight and inspiration, has made outstanding lifelong contributions to the education of children and youth who are blind or visually impaired.

Photos: Portraits of Georgie Lee Abel in 1952 and 1960, both courtesy of the Archives of the American Foundation for the Blind; Tuck Tinsley and Georgie Lee Abel at the 1990 APH Annual Meeting

Videos

2002 Induction Ceremony:

An Historical Discussion, with Georgie Lee Abel, Nancy Akeson, Kathern Gruber, and Berthold Lowenfeld. Moderated by Phil Hatlen, mid 1970s:

Download An Historical Discussion video

A Special Interview with Abel, Taylor, and Lowenfeld. Hosted by Susan Spungin, 1987:

Download A Special Interview with Abel, Taylor, and Lowenfeld video

Berthold Lowenfeld Library Dedication. San Francisco State University, 1985:

Download Berthold Lowenfeld Library Dedication video

Edward Ellis Allen
Inducted 2011

By Dean and Naomi Tuttle

Edward E. Allen (1861-1950) was born in Massachusetts, the oldest of four siblings. He attended a progressive and unconventional residential school founded by his uncle, Nathaniel Allen, where his father James taught. He later attended school in Germany and entered Harvard at age 18, focusing on biology and modern languages and graduating cum laude. He grew up immersed in education. He attended medical school for one year but took a couple years off to support his brother's education. He and his wife Katharine had two children and five grandchildren. While teaching at the Royal Normal College for the Blind in London from 1885-1888 he discovered his true calling of teaching students who were blind.

In 1888 Allen received an offer to teach and serve as headmaster at the Perkins School for the Blind. Two years later, he became principal and director of the Overbrook School for the Blind, where he oversaw the design and construction of the campus. The plan and layout which allowed students to travel independently and safely became a model for other schools for the blind. Returning to Perkins School for the Blind as Director from 1907 until 1931, he was once again the architect and builder of that campus. These buildings at Perkins and Overbrook are still in use.

Throughout his career Dr. Allen sponsored research in educational methods and in 1920 created the first professional training program for teachers of the visually impaired in partnership with Harvard College. It has been said that his greatest contribution to the field lay in his insistence that educational methods focus on the needs and gifts of the student. To this end he invested in playground equipment and swimming pools, integrated child-centered teaching techniques, and introduced speech therapists, corrective movement instructors, psychologists and social workers.

Beginning in the late 19th century he championed the braille code as the universal writing system for readers who are blind. He was one of the few educators who knew all four Braille codes which were struggling for supremacy in American schools for the blind. In 1898 he introduced the first interpoint and interlinear braille embossing equipment in the United States. Later he sponsored research and the development of standardized testing which established that the intelligence of people with visual impairment is unimpaired. In partnership with the American Foundation for the Blind he established the Department of Special Studies at Perkins in 1927, which conducted child-based research to introduce innovations in the education of students who are blind.

In 1931 the University of Pennsylvania recognized Allen’s work with an honorary doctor of science degree. Other awards include the Leslie Dana Gold Medal from the National Society for Prevention of Blindness, the Gold Medal from the Institute of Social Sciences and the Shotwell Gold Medal from the American Association of Workers for the Blind.

Allen frequently contributed to *Outlook for the Blind* and authored the column “Dr. Allen Says” in *Teachers Forum* from 1932 until 1946. In addition to articles on the education of the blind, he also wrote on the topics of industrial training for the blind, cause and prevention of blindness and the deaf/blind. His educational innovations were driven by the understanding

that the needs and gifts of the individual student must be integrated in to the teaching plan.

The 1950 Annual Report of the Perkins School includes a resolution from the board of trustees honoring Edward Allen

The Overbrook School reports on Edward Allen's induction

Videos and Photos

- 2011 Induction Ceremony Photos and Videos

Lulu (Lou) Johnson Alonso Inducted 2019

- By Susan Bruce
-
  Photo courtesy Michigan State University Archives & Historical Collections
- Lou Alonso (1925-2012) began her career with a dual major in Audiology and Speech Sciences and Education of the Visually Impaired and Blind. She gained teaching experience in Flint, Michigan and at the Michigan School for the Blind. Lou enjoyed a remarkable 50-year career at Michigan State University (1948-1998) beginning as a graduate assistant and then working through the ranks of Assistant Professor, Associate Professor, Professor, and Professor Emeritus. Lou coordinated the teacher preparation program in visual impairment for 39 years, and later, she initiated and coordinated the programs in deafblindness, and in orientation and mobility. Lou was a strong and tireless advocate for appropriate teacher preparation in visual impairment and deafblindness. Her grant writing expertise resulted in financial support to hundreds of students at Michigan

State University, while contributing greatly to the supply of well-prepared teachers. She was awarded eleven competitive three-year grants for partial support of the programs in visual impairment, deafblindness, and orientation and mobility, as well as a grant to support the Great Lakes Regional Instructional Materials Center for the Handicapped.

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Photo courtesy Michigan State University Archives & Historical Collections

- Lou was involved in numerous state and national service efforts in the field of visual impairment. She was a trustee and consultant to the Blind Children's Fund for 32 years. She was a major collaborator in the development of the *Michigan Special Education Outcomes Guide and Assessments: Visual Impairment*, which became an essential advocacy document for parents seeking appropriate services for their children. She was a member of the National Executive Committee for the development of the American Foundation for the Blind's *Hand in Hand: It Can Be Done* project materials. Lou provided her expertise to the Midwest Regional Center for Services to Deaf-Blind Children, Michigan Library for the Blind and Physically Handicapped, a state-wide transition project in collaboration with the Michigan Commission for the Blind, and the braille transcription program at Jackson Prison. She served on the Citizen's Committee to the Michigan School for the Blind and was instrumental in supporting school districts and intermediate school districts in Michigan. Lou consulted with universities and school districts to build and improve programs to serve children with visual impairments and blindness. Among these efforts were: Teachers College, Columbia University, Hope College, San Diego State University, University of Louisville, and state departments of education in Wisconsin, Michigan, Ohio, Indiana, Louisiana and Pennsylvania. She was a grant reviewer for the Office for Special Education and Rehabilitation Services (OSERS) for 30

years. Lou was the co-founder and Associate Editor of Teaching Exceptional Children (TEC), now the most widely read special education journal in the world.

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Photo courtesy Noah Alonso
- Lou's scholarly writings included a well-known document to support student teachers with visual impairment or blindness, *Student Teaching Guide for the Blind and Visually Impaired University Student* (1987). This handbook was requested regularly by prospective teachers who were themselves blind even after Lou's retirement. Many of Lou's writings were directed to general and special educators in support of their education of children with visual impairment. Among these were: *The Child with Visual Impairment in the Regular Classroom* (1973); *The Child with Impaired Vision in the Regular Classroom: Handbook for Teachers of the Visually Handicapped* (1975); and *Mainstreaming Preschoolers: Children with Visual Handicaps: A Guide for Teachers, Parents and Others who work with Visually Handicapped Preschoolers* (1978). Peer-reviewed publications, with the Journal of Visual Impairment and Blindness, included *Reflections on Transition* (1987) and *The Responsibilities of Administrators in the Education of Blind and Visually Impaired Learners* (1993). Lou also wrote the forward to the *Foundations of Education* book (AFB) (2000).

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Photo courtesy Noah Alonso
- Lou was the recipient of numerous well-deserved awards. She earned the *Outstanding Faculty Award* (for promoting academic opportunities for achievement to students with disabilities) in 1988; the *Lifetime Achievement Award* for contributions to the field of education for children who are blind and deafblind (awarded by the Michigan Association for Education and Rehabilitation of the Blind and Visually Handicapped in 1989); and the *Helen Keller Medal* for outstanding service to children who are deafblind and their families, awarded in 1997. She also received the *John O. Mullin Award for Distinguished Services* from the National Federation of the Blind (1998), the Distinguished Service Award from the Division on Visual Impairments, Council for Exceptional Children (in 2002) and the esteemed Migel Award (2008) from the American Foundation for the Blind, for decades of distinguished service and contributions.
- Lou Alonso was highly respected and adored by her colleagues and students. She made immense contributions to the fields of visual impairment and deafblindness.

Lou Alonso is third from left.
Photo courtesy the Father Thomas Carrol Papers

Loyal Eugene Apple Inducted 2019

By Rod Kossick

Photo courtesy AFB Helen Keller Archive

- Loyal E. (Gene) Apple (1932-2018) was born in McCurtain, Oklahoma in 1932. He graduated from William Jewell College and attended the Southern Baptist Theological Seminary. Later he received his doctorate from the University of North Carolina, Chapel Hill.
- Gene married his first wife, Grace, before being drafted into the Army, where he lost his vision in a training accident. In 1956 Gene was a patient at the Blind Rehabilitation Section of the Veterans Administration Hospital, Hines, Illinois.
- He then became a Field Service Rep for the Blinded Veterans Association, and was promoted to National Field Service Director in Washington, D.C.
-

Photo courtesy AER O&M Division Bledsoe Archives

- Gene was selected as Chief of the Hines V.A. Blind Section in 1960. He directed a program that equipped newly blinded veterans with skills to lead productive independent lives.
- During this time, he recruited and trained cadre for two new centers. He participated in the development and diffusion of academic preparation of Orientation & Mobility Specialists at the master's level and established clinical training for O&M Specialists and Rehabilitation Teachers. These programs were adopted as national standards and the O&M program became the international standard.
- In 1967, Gene transferred to VA Hospital, Menlo Park, California, to organize and establish the new Western Blind Rehabilitation Center eventually located in Palo Alto. Research and programming under Gene's leadership included projects for the evaluation and deployment of electronic mobility aids, reading machines, and CCTV magnifiers.

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  Photo courtesy AER O&M Division Bledsoe Archives
- One of his most significant achievements was a milestone conference on Low Vision. During this period, he was an adjunct professor at Western Michigan University and also taught workshops in the U.S. and Japan.
- He served on the VA Medical Review Team for Rehabilitative Engineering R&D Service and, along with his wife Marianne began publishing Low Vision Abstracts, an international multidisciplinary research journal.
- Gene also established critical training programs for university graduate programs in Orientation and Mobility and Rehabilitation Teaching.
- One of Gene’s most notable hallmarks was his ability to codify, expand, and improve not only program services but the institutions he so ably directed. He was a master at collaborating, research, adjunct resources, and funding. Internships for Orientation and Mobility, and Rehabilitation Teaching were expertly directed, moving personnel towards certification in this field.

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Photo courtesy AER O&M Division Bledsoe Archives

- Gene was recruited in 1975 to reorganize and direct The American Foundation for the Blind in New York City. He directed that national agency in its educational, rehabilitation and legislative programs, consulting, manufacturing, mail-order services and publishing functions.
- He independently commuted from New Jersey to New York City daily and sat at the desk once occupied by Helen Keller. He represented work for the blind in the U.S. and international forums and served on the executive committee of the World Council for the Welfare of the Blind.
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Photo courtesy AER O&M Division Bledsoe Archives

- As Executive Director of AFB, Gene also led the first American delegation of blindness agencies and organizations to the Soviet

Union, served on the Executive Committee of the World Council for the Welfare of the Blind, traveled to Saudi Arabia, Belgium, Sweden; and represented AFB at the trade show in Tokyo, Japan.

- In 1980 Gene resigned from the Foundation and pursued his doctorate, after which he did research, taught at San Diego State University, and returned to the VA Palo Alto Center for Blinded Veterans.
- During Gene's illustrious career, he also found time to write and direct many grants supporting consultation, research, social factors affecting the blind population, employment of the blind, independent living, low vision services, tactile displays, and service for the aged.
- In collaboration with his wife Marianne he established the first Low Vision Journal, opening a new and much needed service area for blind persons.
-

Photo courtesy AER O&M Division Bledsoe Archives

- Gene Apple retired to North Carolina in 1995 where he enjoyed clay and wood sculpting and teaching others. His work in exhibits and shows often won prizes.
- Gene wrote many articles and received a large number of awards and citations including: Outstanding Achievement from William Jewel College, the Major Melvin J. Mass Achievement Award from the Blinded Veterans Association, the Exemplary Leadership Award from Hines V.A. Hospital, and the Outstanding Service Award from the Disabled American Veterans.
- He also served on many boards and directorships, including national and world organizations. Gene was the first elected President of the Mobility Interest Group, American Association of Workers for the Blind in 1965 and guided the organization towards a large profession that continues to grow today.
- He also held many memberships in rehabilitation organizations and councils.
- Gene Apple is remembered as a doer, scholar, mentor, advisor, optimist, friend, loving family man and one who continuously improved and moved services for blind and visually impaired forward.

Samuel C. Ashcroft
Inducted 2002

By Dean and Naomi Tuttle

Sam Ashcroft (1921 – 2006) earned degrees that included a B.S. in Education from Northwestern University, M.A. in Guidance & Counseling from New York University, and an Ed.D in Special Education, University of Illinois. His life-long interest in braille emerged early with his dissertation on "Errors in Reading in Braille in Elementary Grades."

Sam Ashcroft's career on behalf of blind and visually impaired children and youth spans over fifty years in both education and research. He began as a regular classroom teacher where children with visual disabilities were integrated. In 1949 he assumed the responsibilities as principal of the Iowa Braille and Sight Saving School. Among other positions, he served as founder & first Director of Educational Research, APH; Professor in the Department of Special Education, University of Maryland; and the Director of The National Center on Educational Media and Materials for the Handicapped, Ohio State University.

Most of his career, however, was at George Peabody College in Nashville (1957-1971, 1978-1985) where he developed and coordinated a regional program of preparation for teachers of blind and visually impaired. He is best remembered in his role as professor and Director of Graduate Studies for the quality of the scholars, researchers, and administrators who are now serving throughout the nation. His research efforts included studies on the topics of braille, assistive technology for the blind, severely/profoundly handicapped and chronically ill children.

Sam Ashcroft was active in the Council for Exceptional Children, serving as its National President (1970-1971) and the founding President of the Foundation for Exceptional Children (1971). He was a Delegate to the White House Conference on Children in 1970 and was chairman of the Committee on International Children's Year (IYC). He has participated in the Pan Pacific Conference on Children, Honolulu, Hawaii and served numerous times as grants reviewer and site visitor for the U.S. Office of Education, BEH.

A legacy of numerous professional journal articles, conference presentations and book chapters can be illustrated with a few representative titles: "Blind and Visually Limited Children in Schools" in Dunn, *Exceptional Children in the Schools*; with Henderson, Sanford and Koenig, *New Programmed Instruction in Braille* (SCALARS Publishing); and Publisher of *The Braille Enthusiast's Dictionary* by Koenig & Holbrook, (SCALARS Publishing).

The international scene in special education was no stranger to Sam Ashcroft. He was chairman, U.S. Delegation, to Nordic Countries and participated in a study tour of special education in many European countries. He contributed to special education seminars in Copenhagen, Stockholm, Oslo, and Athens. He served as an international consultant for the American Foundation for Overseas Blind, missions to the Philippines, Brazil and Puerto Rico.

Photos: 1) Professor Peabody College (ca. 1957); 2) Ronnie Milsap visits the Peabody Project "Making Microcomputers Accessible to Students with Visual Disabilities" (ca. 1983); 3) Retirement from Peabody-Vanderbilt (June 1985); 4) Mrs. Ashcroft's Retirement Party (1992).

Video

2002 Induction Ceremony:

John Robert Atkinson
Inducted 2002

By Dean and Naomi Tuttle

J. Robert Atkinson (1887-1964) was born the sixth of eight children in Missouri. As a young man he rode the Montana range as a cowboy, molding his self-reliant character. While visiting Los Angeles, he was blinded in a gunshot accident. As an adult blind man in 1912 he decided his best course was to fill in the gaps in his education. He married Alberta Blada Atkinson in 1919.

Bob Atkinson had relearned how to read but to his disappointment, there were few brailled books available. Undaunted, Atkinson enlisted his family to

dictate to him. Through the years he transcribed by hand until he had built a personal library of more than 250 titles.

In 1919, Bob Atkinson founded the agency which later would be known as the Braille Institute of America. With a $25,000 gift from Mrs. Mary Longyear and her husband, longtime benefactors to the welfare of blind people, he established his own Universal Braille Press. The first King James version of the Bible, (all 21 volumes) was completed in 1924. He published the brailled monthly magazine (styled after the Reader’s Digest format) in 1926. He named it the "Braille Mirror" and it has been distributed uninterrupted without charge throughout the world. By 1931 he had copyrighted a braille/inkprint calendar. In 1938 Braille Institute published the first Merriam Webster dictionary in braille in 32 volumes, including for the first time a braille code for pronunciation.

From this early focus on producing braille materials, Bob Atkinson built his enterprise into a full-fledged publishing, library and rehabilitation agency that now takes up a full city block in Hollywood. He had to teach himself how to be a businessman, an inventor, a fundraiser and an advocate in his attempt to eliminate potential barriers to a full life.

His knack for invention also brought many advances. With the help of a mechanical engineer, he produced his own patented printing press. In 1924, he devised an improved stereotype machine for embossing plates, known as the Atkinson model. A year later, he developed an improved method for interpointing, embossing braille on both sides of a sheet. During the 1930’s, he devised a way to compress the number of words per record and called his own talking-book system the Readophone. In 1946 he produced his own line of braille writers.

Bob Atkinson was elected as a founding trustee in 1921 of the newly formed American Foundation for the Blind. His legislative efforts influenced the passage of the Pratt-Smoot Act of 1931, which created the Division for the Blind of the Library of Congress, now known as the National Library Service (NLS). In 1939 he was elected as second vice president of AAWB, and he later served two terms as president. He was the recipient of the distinguished Shotwell Memorial Award for outstanding service to blind people in 1957.

Photo: An accidental gunshot wound left Montana cowboy J. Robert Atkinson blind and without direction. He learned to read braille and soon began transcribing books for his personal library.

March 12, 2006 *L.A. Times* Article about J. Robert Atkinson and the Braille Institute

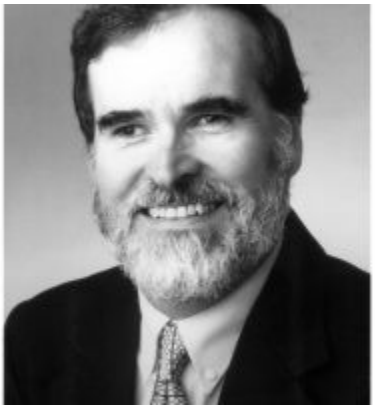
Video

2002 Induction Ceremony:

Carl R. Augusto

Inducted 2023

By Paul Schroeder



Born in Connecticut in 1946, Carl Augusto lost most of his eyesight in his early 20s. Initially resistant to working in the blind biz (his affectionate name for organizations addressing blindness), he channeled his abundant energy, steadfast focus, and passionate leadership into improving services and opportunities for blind people. Over his 45-year career of professional and volunteer service to the blindness community, he demonstrated how to lead from the heart with a commitment to principles and collaboration, while maintaining a focus on results. He provided the mentorship and support for employees and partners that enabled those

around him to explore new ideas, advocate for improved legislation and build successful programs. Above all, Carl Augusto radiated indefatigable joy in his work.

Carl began his career as a vocational rehabilitation counselor in New York. He then moved to the National Accreditation Council Serving Agencies for the Blind, Inc., (NAC), followed by service as Executive Director of the Cincinnati Association for the Blind, culminating in a 25-year tenure as President and CEO of the American Foundation for the Blind, (AFB), which he often said was his “dream job.”

During his 25-year career leading AFB, Carl Augusto exercised influence over a wide array of issues and practices relating to employment, education and independent living of blind people. He earned the respect of his colleagues and whenever an issue arose within the blindness field over practice or strategy, Carl Augusto was often called upon to convene the players and create the impetus for action. He championed AFB’s efforts to develop accessibility expertise and influenced a wide array of corporations to advance employment and make products and services accessible to people who are blind or low vision. Under Carl’s leadership, AFB was one of the first disability organizations to develop a robust website, including web-based programs providing information targeting the needs of families, jobseekers, and individuals new to blindness. He made difficult decisions to restructure AFB’s operations to bring financial stability to the organization and prepare it to develop programs and expertise to meet the new challenges of the 21st century. Carl provided strong support for the work of AFB Press and the publications that are the foundation of university training and professional development for professionals who provide education and rehabilitation services to people who are blind or low vision. And he provided the leadership that helped raise awareness of Helen Keller through the digitization of her archives held by AFB.

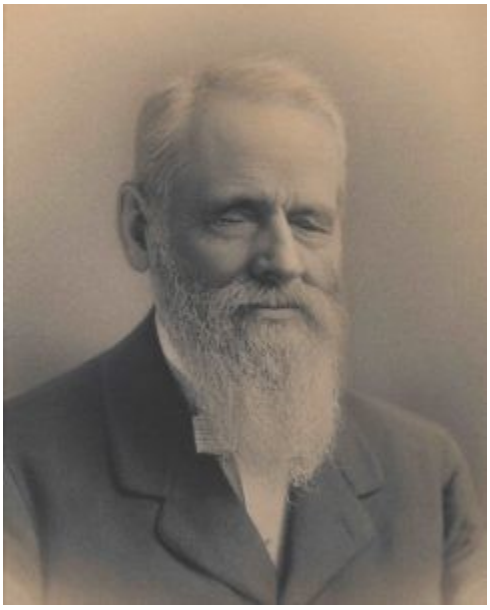
Earlier in his career, Carl led the Cincinnati Association for the Blind and Visually Impaired (CAB) to develop a model assistive technology training program and an early childhood intervention service. He also expanded operations in its industries program. Providing blind workers more varied types of employment and more job opportunities.

Beyond his paid positions, Carl used his passion, energy, leadership, strategic judgment and humor to serve on the boards of and contribute to the work of several organizations including the Association for Education and Rehabilitation of the Blind and Visually Impaired (AER), National Industries for the Blind (NIB), and VisionServe Alliance. He always took a particular interest in helping parents of blind children connect with resources and recognize the opportunities available for their children. As a testament to his mentorship, several of the staff who worked for Carl at AFB went on to leadership positions in community-based and national organizations engaged in the “blind biz.”

Carl Augusto earned a master’s degree in Rehabilitation Counseling from New York University, a bachelor’s degree in Psychology from the University of Connecticut, and was awarded a Doctor of

Humane Letters from Saint Peter's College in New Jersey. He has received numerous honors and awards, including the Migel Medal from the American Foundation for the Blind; the Ambrose N. Shotwell Award presented by the Association for Education and Rehabilitation of the Blind and Visually Impaired, the Robert B. Irwin Award presented by National Industries for the Blind, Wings of Freedom Award presented by American Printing House for the Blind; and the Lifetime Achievement award from Vision Serve Alliance.

Samuel Bacon
Inducted 2021



Over his long career in education, Samuel Bacon (1823-1909) founded an amazing three of the historic residential schools for students who were blind or visually impaired. Born in Ohio in 1823, Bacon lost his vision in a bout with scarlet fever in 1834. He attended the Ohio State School for the Blind and Kenyon College, and taught first at his alma mater in Columbus. He was remembered as a brilliant mathematician. Determined to seek his fortune in the west, he only made it to Galena, Illinois before hearing of state plans there to open a new school for the blind.

He founded the Illinois Institution for the Education of the Blind in 1849, around the time of his marriage to his wife, Sarah Graves. In 1852, he moved to Iowa and opened a private school in Keokuk for blind students, which in 1853 was chartered by the State of Iowa as the Asylum for the Instruction of the Blind. Angered by a decision to move the school to Vinton, Iowa in 1861—he felt Vinton was too rural—Bacon quit. He was a fighter for his students, and it often placed him in conflict with politicians.

By 1875, he and his wife were in Nebraska City, Nebraska. Once again, Bacon met with the Nebraska legislature and convinced them of the need for a place for students who were blind. He became the school's first superintendent that year. At the time it was the western-most residential school for the blind in the country. The school opened on the 10th of March, 1875, with three students. After Bacon retired in 1877, he spent the rest of his life on his farm outside Nebraska City. These three schools continue today to serve the needs of their students validating Bacon's belief in specialized education for blind students almost 175 years later.

Adapted from the nomination by Cliff Olstrom

Lt Col. Edwin Albert Baker
Inducted 2002

By Dean and Naomi Tuttle

Edwin Albert Baker (1893-1968) was born in his family's stone farm house near Kingston (Ontario, Canada), on the shore of Lake Ontario. Until he entered Queen's University at Kingston, he attended the local school and helped on the farm. A few months after graduating in the then new course in electrical engineering, he enlisted with the 6th Field Company of Engineers. By October, 1915, Lt. Col. Baker was in the muddy Belgian trenches, where a

sniper’s bullet blinded him. He went to St. Dunstan’s in England for rehabilitation where he studied braille, typing and business administration, and took up such aids to self assurance as fencing and sculling. In December, 1919, on the anniversary of his parents’ wedding, he and "Bill" were married and they had four children.

In 1918, the Canadian National Institute for the Blind (CNIB) was founded by Col. Baker and 6 other blind and visually impaired Canadians. Col. Baker was the Institute’s Managing Director from 1920 until his retirement in 1962. He made a practice of recruiting groups of inspired, able, dedicated women and imaginative, competent business and professional men who would work for and with the blind for their rehabilitation and to develop programs to prevent blindness. Under his leadership CNIB began to gather information about blind and visually impaired people in Canada, which ultimately resulted in the development of the first nation-wide database on the incidence and causes of blindness.

Col. Baker felt that services for the blind had to be initiated at all levels. He advocated to have classes for visually impaired children placed into schools, persuaded the Federal Government to start compulsory treatment of ophthalmia neonatorum, organized eye examinations for Native People in remote areas and initiated many more projects that have helped save the sight of thousands of people. His work with the CNIB and the World Council for the Welfare of the blind (WCWB) required almost constant travel. Furthermore, his duties as trustee of the American Foundation for the Blind, as one of the directors of the American Foundation for Overseas Blind, as president of the American Association of Workers for the Blind, and as executive council member of the Royal Commonwealth Society for the Blind, with headquarters in London, England, added much to those travel demands.

Over the years, Col. Baker had many honors bestowed upon him such as the Order of the British Empire in 1935, an honorary Lieutenant Colonel in 1938, presentation to His Majesty King George VI in 1939 and Her Majesty the Queen in 1957, the Migel Medal for outstanding service to the blind from AFB in 1951, the Shotwell Memorial Award from AAWB in 1952, and the bestowment by the Canadian Government its highest award, Companion of the Order of Canada.

Photo of Col. Baker courtesy of CNIB.

Fellow Hall of Fame Inductee Euclid Herie shares some history regarding a donated artifact that once belonged to Edwin Baker.

Edwin Baker was a superb wood crafter among his near incredible talents and abilities. For your interest, outside London, England the RNIB operated a school for blind girls. At Chorleywood there was a huge stand of cedars of Lebanon. In a wind storm some fell and Baker, on a visit to London, asked for some of the wood. To his surprise, and amazement of his neighbors, a load of the wood turned up at his home on Russell Road. From that wood, he crafted an original gavel, [still in use at the CNIB Boardroom by the Chair]. This is one of only one or two replicas that were preserved in the archives. Unless I'm mistaken, unscrew the handle and there should be a tissue paper with a note to the effect of its origins. If not, it is a genuine item and symbol of the authority, and traditions of the men and women who wielded the gavel; and likely still do; at least in some world locales!

Video

2002 Induction Ceremony:

Natalie Carter Barraga
Inducted 2002

By Dean and Naomi Tuttle

Natalie Barraga (1915-2014) was born in Texas. Her degrees included a B.A. from the University of North Texas (1938); M.Ed. From The University of Texas (1957); and the Ed.D. from Peabody College of Vanderbilt University (1963). She was married and had one daughter, Karen.

Natalie Barraga began her career in education by teaching home economics in the public schools. While in New York for her daughter’s corrective orthopedic braces, she taught kindergarten for two and a half years at the New York Institute for the Blind. When she returned to Texas, she took a position as home economics teacher at the Texas School for the Blind. Beginning in 1963, she accepted an appointment to the special education faculty at the University of Texas, Austin. In 1984, she retired from the University of Texas, but has remained very active by teaching, researching, and advising at the University; by consulting nationally and internationally; and by advocating for continued improvements in services for blind children and their parents.

Natalie Barraga held memberships in a number of organizations and honor societies including Phi Kappa Phi; Alpha Chi; Kappa Delta Pi; Pi Lambda Theta; Delta Kappa Gamma; American Academy of Optometry; Council for Exceptional Children; AER; and the International Council for Education of Visually Impaired.

Though Natalie Barraga is probably best known for her writings on low vision and visual efficiency, her heart's first love was for blind and visually impaired preschoolers and their parents. She authored with Jane Erin the popular text *Visual Handicaps and Learning*, (3rd Edition, 1992). Her numerous publications include four book chapters, three monographs, and 28 journal articles. From 1968 to 1972, she served as the editor of the journal: *Education of the Visually Handicapped*.

Natalie Barraga received over 20 national and international honors and awards. Among them are the Natalie Barraga Center for Studies and Research in Low Vision, Sao Paulo, Brazil, 1997; special recognition for 50 years of service for Low Vision around the world, Madrid, Spain, 1996; AFB's Migel Medal for Outstanding Service to Blind Persons, 1994; Distinguished Alumna Award, Peabody College, 1988; NAPVI's Award for Distinguished Service to Parents and Children, 1986; and AER's Ambrose M. Shotwell Memorial Award for National and International Service to Visually Impaired Persons, 1984. She has been named in a number of Who's Who including Outstanding Educators of America, The International Authors and Writer's Who's Who, Who's Who in American Education, and World's Who's Who of Women.

Photo Captions: Natalie Barraga receiving the Apollo Award, 1979; Natalie Barraga at the 2002 APH Annual Meeting; Natalie Barraga and Samuel Ashcroft at the 2002 APH Annual Meeting (© Paul Lewis).

Natalie Barraga's obituary.

Natalie Barraga interviewed by Michael Bina, April 2014

Audio

Natalie Barraga Interviewed by Billy Brookshire (2012): Part One MP3; Part Two MP3

Video

2002 Induction Ceremony:

Natalie Barraga accepts 2008 APH Wings of Freedom Award:

Download this video

Mary K. Bauman
Inducted 2002

By Dean and Naomi Tuttle

Mary K. Bauman (1911-1991) was born in Pennsylvania. She received a B.S. and M.S., both in psychology from the University of Pennsylvania.

During World War II Mary Bauman developed a set of manual dexterity tests for blind persons. As director of psychometric work at Philadelphia's Trainee Acceptance Center, an organization which guided applicants for defense work into the training programs and industrial jobs they were best suited for, she discovered that no usable instrument existed that could test blind persons for manual dexterity or mechanical skills. She proceeded to develop her own adaptations of the performance tests used with sighted persons. These were the first of many contributions she made to the development of non-verbal psychological evaluation instruments for blind or visually impaired people. Her increasing interest in the subject led her to establish a psychological testing and vocational guidance service for blind persons and she was Director of the Personnel Research Center in Philadelphia, Pennsylvania.

In 1964 Mary Bauman began a long affiliation with AAWB as board member; chair of the committees on projects, membership and regionalization; member of awards committee and member of the editorial board. She was president of AAWB from 1977 until 1979. In addition to her responsibilities with AAWB, in 1968 she became executive secretary of the Association for the Education of the Visually Handicapped (AEVH), a position which she held

for about ten years. Because of her involvement in both organizations, she was a strong promoter and supporter of the movement to merge the education and rehabilitation associations to form AER.

For many years Mary Bauman served as consultant to agencies and schools for the blind in Pennsylvania, New Jersey, Maryland, Delaware, South Carolina and Virginia. Her research and writing of numerous books and articles in the professional literature centered on evaluation of blind persons, nature of employment, effects of blindness, social competency and other psychological characteristics of blind or visually impaired people. She wrote the chapters "Research on Psychological Factors Associated with Blindness" and "Special Problems in the Psychological Evaluation of Blind Persons" in Hardy and Cull's *Social and Rehabilitation Services for the Blind*, and co-authored with Yoder, *Placing the Blind and Visually Handicapped in Professional Occupations*.

Mary Bauman was honored with several awards for her outstanding contribution to the profession. She was the 2nd Recipient of the Douglas C. MacFarland Award from AAWB in 1981. The first Mary K. Bauman Award from AEVH was given to the one for whom the award was named in 1982. She was the recipient of the Presidents Award from Pittsburgh Guild for the Blind. On two different occasions, she received the Mary E. Switzer Award from the National Rehabilitation Association.

Video

2002 Induction Ceremony:

Donald Blasch
Inducted 2002

By Dean and Naomi Tuttle

Donald Blasch (1914-1993) was born in Illinois, the seventh in a family of eight children whose parents emigrated from Lithuania. He graduated with a B.E. from Northern Illinois University in 1937 and from the University of

Chicago with an M.A. in 1949 and postgraduate work at Ohio State University, University of Chicago and Northwestern University. In 1942 he married Virginia who currently lives outside of Chicago and they had two children.

Donald Blasch worked as a psychologist at Illinois State Training School and a counselor at St. Charles School for Boys. He served in the army during World War II in Africa, Sicily and Italy, as a consultant in personnel and was promoted to Lieutenant. Prior to working at Hines he was employed as a child psychologist between 1948 and 1951.

In 1951 Donald Blasch was hired by Russ Williams as a counselor at the Hines V. A. Center. While there he exhibited a wholesome belief in what the blind person could aspire to and a genuine interest in his patients long after they had completed their training. After serving nearly eight years as a counselor, he assumed the position of acting Chief of the Blind Rehabilitation Center at Hines. He was influential in applying the "Hines Blind Center Philosophy" to a civilian program for blind children in Chicago.

In 1961 when Western Michigan University secured a federal grant to begin a training program in Orientation and Mobility, the first of its kind in the country and, indeed, the world, Donald Blasch accepted the challenge to become its director,. The establishment of the M.A. degree in O&M was soon followed by a degree in rehabilitation teaching. These two degrees were the corner stones of the department of blind rehabilitation. Among his accomplishments as Director of the Blind Rehabilitation and Mobility Institute at the university were the development of a low vision clinic, an emphasis on low vision training, and development of an electronic travel aids program. Under his leadership the department grew into one of the largest programs in the country.

After retirement in 1984 Donald Blasch served as President of the Michigan Foundation for the Blind and Visually Impaired. Through the Foundation he established an outreach program to introduce individuals to rehabilitation and encourage them to enter a comprehensive rehabilitation program.

Over the years his contributions have been recognized by organizations throughout the blindness field. He was a member of the executive board of AAWB and the recipient of more than a dozen awards including the Lawrence E. Blaha Award in 1977, the Migel Medal from AFB in 1977, the Alfred E. Allen Memorial Award from AAWB in 1979, and the Ambrose Shotwell Award from AAWB in 1981.

Photos: Eichorn, Blasch, and Kay looking at a Sonic Guide, ca. 1970; Dr. William Wiener, Ruth Kaarlela, and Donald Blasch at Ruth Kaarlela's retirement party as chair of the WMU department (1986); ca. 1965, possibly a COMSTAC committee meeting.

Video

2002 Induction Ceremony:

Wall of Tribute Stone:

Louis M. Tutt & The Maryland School Directors Honor Warren Bledsoe Richard Hoover Russ Williams

Back to all Stones in the Wall of Tribute.

Charles F.F. Campbell
Inducted 2007

By Dean and Naomi Tuttle

Charles Campbell, known as Charlie, (1876-1935) grew up on the London campus of the Royal Normal College for the Blind (RNC), established in 1872 by his father, Sir Francis Campbell, who was an adventitiously blinded American. After completing his degree at Massachusetts Institute of Technology, he returned briefly to the RNC to work on vocational training programs for the blind.

He soon returned to Massachusetts and through his innovative work became a leader in the development of modern vocational rehabilitation for blind adults by demonstrating to blind people and the public the many and varied jobs that could be done without sight. In 1904 he established an "experiment station" to train and place blind workers in industry at the Massachusetts Association for the Adult Blind. This successful program was continued by the newly established Massachusetts Commission for the Blind in 1906 and represented the beginning of pioneering innovations in employment, training and placement of adult blind in the United States.

In 1907 Charlie launched the field's first professional journal, titled *Outlook for the Blind*, later renamed the *Journal of Visual Impairment and Blindness*. With the help of his first wife, Wilhemina and her sister, Mary, who became his second wife after Wilhemina died, Charlie edited the *Outlook* for its first 16 years without remuneration. The publication was a forum for the free and open discussion of topics connected with work for the blind and supported the development of professions and disciplines serving these individuals and their families.

Charlie Campbell was also a leader in the movement to evolve the Blind People's Higher Education and Improvement Association, started in 1895 by graduates of schools for the blind as a counterpoint to the American Association of Instructors for the Blind (AAIB), the organization run by the Superintendents of the Schools for the Blind. In 1905, under the leadership of Charlie Campbell and Ambrose Shotwell, this organization was reconstituted as the American Association of Workers for the Blind (AAWB). Charlie served as the volunteer Secretary until 1919. This organization helped to professionalize service for adults who are blind.

Charlie served as the Executive director of the Pennsylvania Association for the Blind and then the Ohio Commission for the Blind in Columbus. He also served as the Superintendent of the Ohio State School for the Blind and in a leadership role at the Detroit League for the Handicapped. In 1931 he was a key figure in the 1931 World Conference of Work for the Blind which began the development of a unified code for Braille in the English-speaking world.

He was considered by his peers to be the most effective advocate for the establishment of the American Foundation for the Blind in 1923 which became a strong voice advocating for quality services for blind children and adults and their family members. He was influential in convincing Helen Keller to participate in AFB's mission of advancing the cause of blind persons

throughout the world. Upon his death, Dr. Edward Allen wrote of him that "he was America’s best friend of the blind."

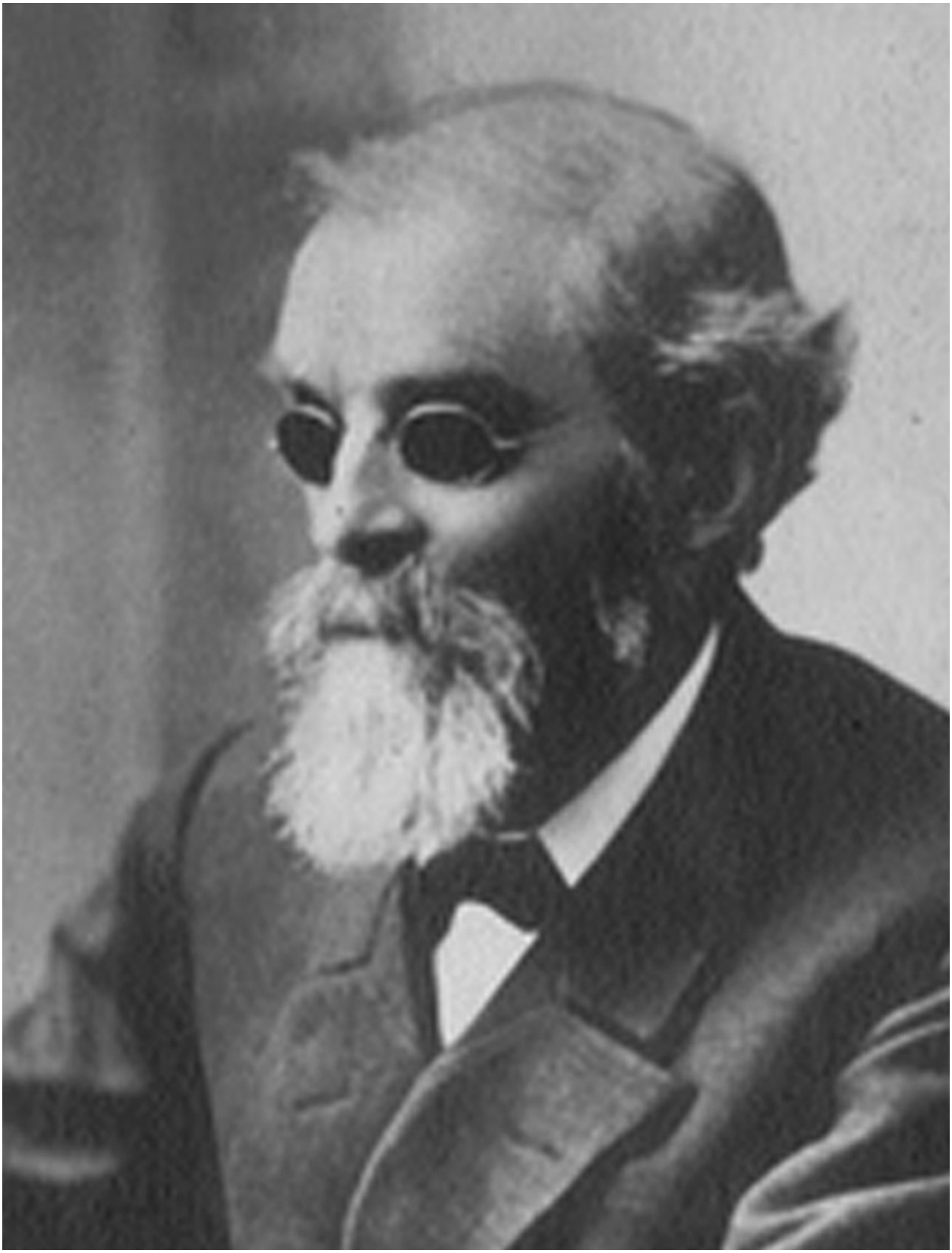
"While I was still at Radcliffe College, his eloquent pleadings convinced my teacher and me that there was something we could do to better the condition of the adult blind." — Helen Keller, 1936

"The modern conception of work for the adult blind throughout the entire country owes more to his inspirational, vivacious initiative than to any other single factor." — C. W. Holmes 1936

Video and Photos

2007 Induction Ceremony:

Sir Francis Joseph Campbell
Inducted 2015



By Michael Bina

Francis Joseph Campbell (1832-1914) was born in the rural mountains of Tennessee in 1832. In 1835, at the age of three and a half, he ran into a thorn bush while playing and subsequently lost his vision.

When someone told him or others who were blind that he or they couldn't do something, he proved them wrong. Even as a young boy who was blind, he exhibited a strong drive for personal independence. Throughout his life he championed the capabilities of blind people.

He spent his life challenging authority and adamantly advocated that blind people be surrounded by high expectations. He was instrumental in developing school programs whose focus was ensuring that students become independent, employed and self-sufficient.

As a young boy, when his brothers and sisters left their small family farm in the mountains of Tennessee and went off to nearby country school, Francis Campbell, then known as "Little Blind Joseph", restlessly stayed home because, at that time, blind students were excluded from public schools. He convinced his parents that he needed to go to school and would succeed if he did. His parents found the newly established Tennessee School for the Blind and, at age 12, enrolled him as the schools second enrollee.

At school, when young Francis was told that he did not have the aptitude for music and should pursue a career in basket making, he taught himself to play the piano with the assistance of his willing classmates. He became so musically proficient that at age 18, he was hired to teach music at the school. Later that year he was appointed for a semester as Interim Superintendent after pointing out leadership issues at the School.

After earning his bachelors degree in mathematics from the University of Tennessee, he moved to Massachusetts so his first wife, Mary Bond Campbell, could obtain needed medical care. There he continued his music studies. Later he taught at the Wisconsin School for the Blind. In 1856, as a unrelenting human rights advocate, he voiced very strong anti-slavery views. For teaching a former slave to read, he was threatened that he would be lynched unless he renounced his anti-slavery views. He adamantly refused. He only escaped hanging because of the public sympathy for his blindness. While in Boston in 1857, he asked Dr. Samuel Gridley Howe if he could observe classes at the Perkins School for the Blind. At the end of the day, Dr. Howe asked Campbell what he thought of his programs. Fully expecting a compliment, he was shocked at Campbells honesty, "Sir, I did not like your programs. Your school is not training your blind students to be independent."

Taken aback, the shocked Howe invited Campbell for extended discussions wanting to learn how his Perkins programs could improve their effectiveness. Howe, admitting that his programs had significant room for improvement, ultimately hired Campbell to join the Perkins staff.

Campbell told Howe that he would not accept a salary the first year, but if he was successful he would be paid at the sighted teacher rate versus blind teacher scale, which was one half of the former. Campbell in his teaching and his students in their learning were so successful that Howe paid him and, subsequently all blind teachers the same higher rate of pay.

Campbell was the original pioneer and advocate for the expanded core curriculum. To complement the traditional academic program, he insisted upon instruction and maximum participation in rigorous physical activity, vocational training, music, and development of social skills. He taught his students self-determination skills by his example of advocating for himself and expecting them to do the same for themselves.

He “bucked the system” regularly. He pushed Howe to support a program to help Perkins’ graduates find employment at a time when it was highly unusual, if not impossible, for blind people to find jobs. When Howe refused to fund the placement services, Campbell appealed this decision to Perkins Board of Directors. He prevailed over the all-powerful Howe. Thereafter, Perkins graduates were given assistance finding employment. Later, Campbell’s son, Charles, who was previously inducted into the Hall of Fame, extended his father’s influence becoming the first director of the Massachusetts adult vocational services for the blind.

After 11 years at Perkins, Campbell took a sabbatical to Germany but he never returned. He left on good terms with Howe much as was possible after doing the earlier “end run” to the Board. While in Germany, he visited England. He was shocked at the state of education for blind children and adults there. To improve services and expand opportunities for blind people there, he and Dr. T.R. Armitage, established the Royal Normal College (RNC) and Academy of Music for the Blind in 1872. Campbell served as Principal until he retired in 1912. He died in London in 1914 at the age of 63.

Campbell recruited 44 teachers from the United States for his new college. Showing preference for teachers from the U.S. versus England, he stated, “When an American teacher sees a blind child with dirty hands; she shows him how to wash his hands. An English teacher rings for a servant.”

The Royal National College proved so successful that the University of Glasgow awarded him an honorary doctorate. In 1909, King Edward VII conferred knighthood on him in Buckingham Palace with the title “Sir” to precede his name.

Sir Francis developed his own cane techniques and was an accomplished independent traveler. With humor, one writer described that Sir Francis’ cane “had brains, could almost talk, and ought to vote.” The gold handle of Sir Francis’ cane is passed to each successive AER Orientation and Mobility Division Lawrence Blaha Award honoree.

Challenging the system, Campbell improved learning opportunities and ultimately outcomes for blind individuals. Being the first blind person to climb Mt. Blanc in France at age 40, as a role model, he proved that high expectations lead to independence, employment and self-sufficiency for blind people.

He referred to himself as an “American by birth; an Englishman by choice.” Some would advance that his major accomplishments were in Europe. However, clearly he impacted both sides of the Atlantic.

One author described him as “the most famous blind man of his day.” Another referred to him as “The grand old man of the blind who was a keen cyclist, ice skater, oarsman, footballer and mountain climber.”

His spouse, Sophia Faulkner Campbell, wrote of her husband, “His life work was for those who like himself were bereft of sight and he left an example of noble courage and untiring zeal that will ever be an inspiration to the blind.”

Dr. Richard L. Welsh assessed Campbell’s contributions stating, “He has had an influence on the work of our field far beyond what most of us have realized. His approach was based on a realistic understanding of what was capable without vision and on a strong belief in the ability of blind people to function independently. He demonstrated the value of educating the whole child. He understood the need to encourage the development of the physical, intellectual, and emotional sides of each individual. And he appreciated the need for functional life skills that lead to jobs that enabled independence.”

C. Warren Bledsoe summed him up saying “He was the character and personality on which modern work for the blind hinged. After Howe, he was the undoubted champion of the capabilities of blind people, both by his own example, his demands on himself and what he asked of other blind people and society.”

Helen Keller described him and his impact stating, “Wherever he went he started things moving, he always knew what to do, and before the sun of his spirit, obstacles melted away.”

Despite his modest roots, what positive far reaching influence on both sides of the Atlantic he had. His life of stubborn persistence prevailed, fortunately. His absolute non-negotiable belief that blind people are capable and must be independent changed our field.

To think, first known in the rural Tennessee mountains as “Little Blind Joseph,” later his name was changed by an appreciative King of England to “Sir Francis Joseph Campbell.”

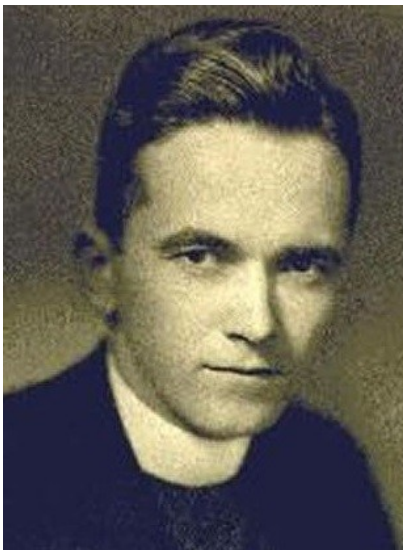
Today we say with appreciation, “Thank you, sir!”

Video of the 2015 Induction Ceremony

We apologize for the poor audio.

Father Thomas Carroll
Inducted 2002

By Dean and Naomi Tuttle



Thomas Carroll, Jr. was born in Gloucester, Massachusetts in 1909 and studied Greek, Latin, and Philosophy at Holy Cross College in Worcester, MA, graduating in 1932. Deciding to become a priest, he attended St. John's Seminary, and was ordained in 1938. He died suddenly in 1971.

Father Carroll's first assignment was to the Catholic Guild for all the Blind as Assistant Director. During World War II he worked extensively with blinded veterans, serving from 1944-1947 as auxiliary chaplain of Avon Old Farms Convalescent Hospital, the U.S. Army's Experimental Rehabilitation Center in Connecticut. He also held a similar post at Valley Forge General Hospital in Phoenixville, Pennsylvania from 1944-1949.

Fr. Carroll became Director of the Catholic Guild for the Blind in 1947. In 1952 he brought the idea of safe cane travel skills to the Center in the form of the first mobility program. The following year he conducted the first National Mobility Institute to link the war blind and civilian programs of orientation and mobility.

St. Paul's Rehabilitation Center for the Blind, which Fr. Carroll established in 1954, was the first civilian facility offering comprehensive rehabilitation for the newly blinded. This was renamed the Carroll Center in 1972.

Always seeking to apply the latest in research to the needs of the blind, Fr. Carroll founded the American Center for Research in Blindness and Rehabilitation in 1963. In 1965, underscoring his pioneer spirit and dedication to the problems of research and blindness, he convinced the archdiocese of Boston to close a home for Aged Blind Women and transformed it into a geriatric rehabilitation center which merged with the St. Paul's Center in 1973.

In 1961, Fr. Carroll published a book on the rehabilitation of the blind that won international recognition: *Blindness: What it is, What it Does, and How to Live with it* (Little, Brown & Co.). Translated into many languages, it has served to provide a model for many centers throughout the world.

Fr. Carroll served on many national and international committees, including the President's Committee on Employment of the Handicapped, and the Special Legislative Commission, which studied problems of blind children and their families in Massachusetts. He was the recipient of nearly 100 national and international honors in work for the blind, including an honorary L.L.D. degree from Holy Cross in 1966, the Bell Greve Memorial award of the National Rehabilitation Association in 1960, and the Miguel Medal of AFB. He was the National Chaplain of the Blinded Veterans Association for 25 years, a member of the Presidents' Committee on Employment of the Physically Handicapped, the National Advisory Neurological Diseases and Blindness Council, and the World Commission of Research in Rehabilitation.

Father Thomas Carroll: A Leader and a Legend. Transcript of a speech presented by Dr. Tuck Tinsley III at the Father Carroll Luncheon, Blinded Veterans Association Convention, Reno, Nevada, August 13, 2004.

Blindness Field Legend Took Part in Selma Marches by Micheal Hudson. "When the Reverend Martin Luther King Jr. made a national appeal to clergy of all denominations to join him in Selma for a second march on March 9th, Carroll answered the call."

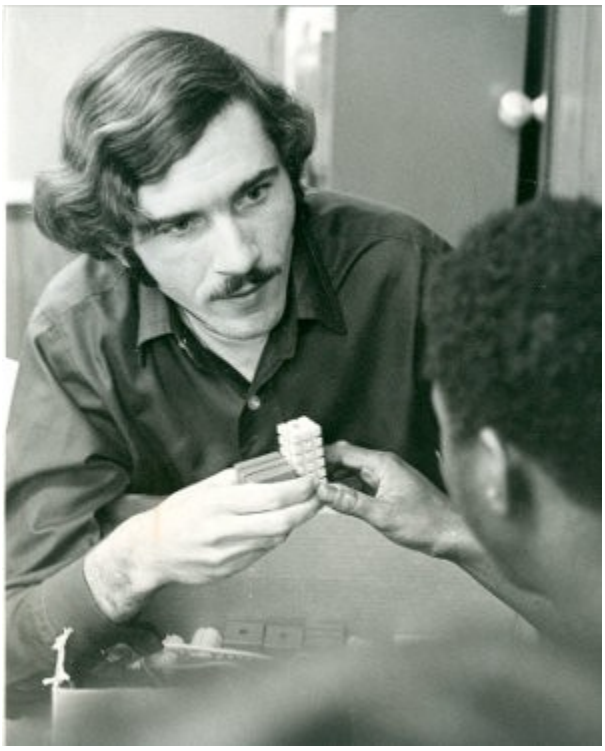
Photo: Thomas Carroll, ca. 1950s.

Video

2002 Induction Ceremony:

Michael T. Collins
Inducted 2014

By Marianne Riggio



Michael Collins (1947-2008) was born in Massachusetts. He was raised in Newton, MA. He was a graduate of St. John’s Seminary and received his M.Ed. in Deafblindness from Boston College, where he met his wife, Linda. Linda and Mike shared their careers, both devoted to the education of children and young adults with deafblindness and their families.

Mike’s first job was at the Colorado School for the Deaf and Blind where he was a teacher. He went on to become the educational consultant for the Midwest Regional Center for Deafblind Services until returning Massachusetts to assume the responsibility of Supervisor of the Deafblind Program at Perkins School for the Blind.

In 1987, Mike became the co-founder of the National Coalition on Deafblindness. This coalition has as its mission, advocacy for the needs of children and adults who are deafblind with legislators and other policy makers. Through his work with the coalition, Mike was a strong and effective advocate for the preservation of OSERS programs for children and young adults nationwide. He also worked diligently to promote the importance of federal support of specialized teacher training programs in visual impairment and deafblindness.

In 1989, when Perkins was awarded a grant from the Conrad N. Hilton Foundation, Mike was asked to take on the leadership of the Hilton/Perkins National Program. During Mike’s tenure in this position many new and innovative programs were developed to serve preschool children in challenging situations; he worked directly with university programs to build their curriculum to train teachers of students with deafblindness and supported national and statewide parent organizations including the National Association for Parents of Children with Visual Impairments (NAPVI) and National Family Association for Deaf-blind (NFADB).

In 1994 Mike became the director of Hilton/Perkins International and National programs, now known as Perkins International. He oversaw the growth of Perkins work to 63 countries in Asia, Africa, Latin America, Eastern Europe and Russia supporting professional development of teachers, development of model programs in early intervention, education and transition; development of university training programs in visual impairment and multiple disabilities; the development of parent organizations, and supporting Ministries of Education in the development of policies that support the rights of children who are blind with additional disabilities and their families to be full participants in their home, schools and communities.

Mike was a committed member of Deafblind International (DbI). He served two terms as vice-president and was president of the organization from 1999-2003. He was the recipient of the DbI International Distinguished Service Award and the Perkins Anne Sullivan medal in recognition of his exemplary contributions to individuals who are deafblind.

Mike's legacy is not only about his professional accomplishments but in the respectful and understated way that he went about nurturing collegial relationships. He was a quiet man who knew how to listen to many diverse opinions and synthesize them into thoughtful practice. He was a leader and an advocate who, through collaborative and supportive conversations, encouraged people to create new and innovative programs.

Photos: Collins at BC Campus School; Collins with Tony Best, Jacque Sourieau, and William Green (Recipients of DbI award 1999-Lisbon); Tree planting at deafblind unit, Kwale School for the Deaf, Kenya; Linda and Mike Collins at Colorado School for the Deaf and Blind; Collins at the Great Wall of China.

Induction press release from the Perkins School.

Media

- Photos
- Video (YouTube)
- 2014 Induction Ceremony

Cleo Dolan
Inducted 2002

By Dean and Naomi Tuttle

Cleo B. Dolan (1918-2016) was born in 1918 in Ohio. Cleo was awarded a bachelor's degree in 1941 and master's degree in Social Administration in

1945 from Ohio State University. He also attended Franklin Law School and did post graduate work at Ohio State University. He and his wife Elinore had 2 children and 4 grandchildren.

From 1952 to 1956 Cleo Dolan served as Social Service Supervisor and then as Assistant Superintendent for the Boys Industrial School in Lancaster, Ohio. He was the Director of State Services for the Blind from 1957 to 1958.

Cleo Dolan served 30 years (1958-87) as Executive Director of the Cleveland Society for the Blind. Under his dynamic and capable leadership this agency became the third largest private multi-purpose agency in the nation serving blind persons. He was an innovative thinker, a man ahead of his time. The following serve to illustrate this point: in 1959 a low vision clinic was established; in 1961 children's services were established; in 1962 the Aids and Appliances Department opened; in 1969 an intensive rehabilitation program designed especially for teenagers was initiated; in 1971 the Cleveland Society became the first agency to field test the Optacon; in 1972 a Food Service Training Program for snack bar managers was established, a first in the country; in 1975 the Society was designated as a regional center for deaf-blind students; and in 1978 the first Independent Living Residence Training Center in the United States was opened. Keeping step with the electronic age and thus, opening a whole new world of employment, the Society opened the Saint Ann Foundation Electronic Training Center, the first of its kind for blind persons and the Storer Center, one of the finest computer access centers in the country for blind people. He started planned giving in the 1950's and left the agency in good financial health when he retired. Many would agree that the Cleveland Society was a pace setter particularly in job training that others sought to emulate.

Cleo Dolan's professional organizational affiliations are numerous: National Rehabilitation Association, Life Member; American Association of Workers for the Blind, Life Member and President (1971-1973) with Cleveland hosting the national convention twice; board member for National Industries for the Blind, National Accreditation Council for Agencies Serving Blind and Visually Handicapped, and the American Foundation for the Blind. He was active in the World Council for the Welfare of the Blind, Affiliated Leadership League for the Blind of America, National Presidents' Association of Agencies Serving Blind and Visually Handicapped Persons, Lancaster Masonic bodies, Lancaster Rotary International, Heights Lions Club, and Garfield Memorial Church. Cleo Dolan represented the United States at international conventions in Russia (1973) and Brazil (1974). In 1988 he was the

distinguished recipient of the National Association of Rehabilitation Facilities (NARF) award.

Video

2002 Induction Ceremony:

William H. “Bill” English
Inducted 2005

By Dean and Naomi Tuttle

Bill English (1929-2016) was born in Chicago. He received his Bachelors from Cornell in Iowa and his Masters from Iowa State University. He was married to Janet and they had one daughter and two grandchildren.

Mr. English’s entire career was devoted to the education of blind and visually impaired children and youth. From 1952-1954 he was at the Kentucky School for the Blind as a teacher and coach and, from 1954-1957, at the Ohio State School for the Blind as Principal, teacher and wrestling coach. He and his family then moved to Virginia where he served as Principal of the Virginia School for the Blind from 1957 until 1970. Sensing the need for a teacher preparation program within the state, he initiated preparations for and later helped to establish the vision program at the University of Virginia. In 1970 he moved to the Wisconsin School for the Visually Handicapped, where he was Superintendent until his retirement in 1994.

Bill English has been described as a visionary leader who expanded services to all students with vision impairment within the state of Wisconsin through innovative outreach programs and a model service delivery system. Children were identified by the outreach program, invited to the WSVH and given a comprehensive evaluation by the specialists on the staff to help parents look at options for their child. He also began a low vision screening of preschool visually impaired children in Wisconsin. Another program he initiated was a cooperative school program with the Janesville Public schools, K-12 for those students who would benefit from being mainstreamed during the school day.

Mr. English developed quite a reputation among his colleagues for his sage advice and counsel and for his ability to motivate others to be better teachers and leaders. His terrific sense of humor helped smooth over many tense and potentially volatile situations. He was known for his ability to convey his dreams to others and for his willingness to take risks for the benefit of the students he served.

Bill English served as President of the Association of Education of Visually Handicapped. His many honors include the Migel Medal presented by the American Foundation for the Blind in 1988 and the First Annual Distinguished Service Award the same year from the Wisconsin AER. Also in 1988 the Council of Schools for the Blind awarded him the Distinguished Service Award. In 1989 he received the first annual award for Distinguished Access to Services from the American Foundation for the Blind. In 1991 he was awarded the first Wings of Freedom presented by the American Printing House for the Blind and the same year, the William H. English Award, given by the Council of Schools for the Blind and named in his honor. In 1994 he received the Mary K. Bauman award given by AERBVI.

Photos: Bill English with his APH Wings of Freedom Award, pictured with APH's Gary Mudd, Bill's wife, Janet, and APH President Tuck Tinsley; Bill

English, center, with his Hall of Fame Plaque (2005), with APH staffers Burt Boyer, left, and Will Evans, right.

Interview with Mike Bina

2012 Interview with Mike Bina for COSB's *Howe's Now* (PDF)

Video

2005 Induction Ceremony:

Jane Erin

In 1971, after earning her bachelor's degree in secondary education from Edinboro State College, Jane Erin realized she wanted to be a teacher of students with visual impairments. She enrolled at the University of Pittsburgh, where she earned her master's and doctoral degrees in 1973 and 1984, respectively. While pursuing these degrees, she worked at Western Pennsylvania School for Blind Children.

Erin joined the faculty at the University of Texas at Austin in 1984, where she worked with Natalie Barraga and Anne Corn. In 1994 she became coordinator of the Specialization in Visual Impairment Program at the University of Arizona in Tucson, where she remained until she retired in 2014. Her ability to bring people together to work collaboratively led to the development of

innovative programs to prepare teachers of students with visual impairments and orientation and mobility specialists.

Throughout her career, Dr. Erin conducted research and published papers on a wide range of subjects. She has covered topics from diversity to low vision, early braille readers to professionals in the field, from learning strategies of high school students to follow-up studies of specialized school graduates. She was selected by the director of AFB Press, American Foundation for the Blind (AFB), to serve as the first academic Editor-in-Chief of the Journal of Visual Impairment & Blindness (JVIB)—a role she held from 1998 to 2001. She recently worked with AER to establish The New RE:view (TNR) and serves as Assistant Executive Editor. In 1996 Dr. Erin was selected for the Mary K. Bauman Award for Education of Visually Impaired Students from AER. Other awards include the Margaret Bluhm Worker of the Year Award and the Corinne Kirchner Research Award.

Dr. Erin has served the field for 50 years. Her scholarship, leadership, mentorship, and knowledge have impacted countless professionals and the children and adults with visual impairments whom they serve.

Video

2024 Induction Ceremony:

Eleanor E. Faye, MD
Inducted 2002

By Dean and Naomi Tuttle

Eleanor E. Faye (1923-2020) was born in California but grew up in Hawaii. She served as the Medical Director for Lighthouse International as well as the

Ophthalmological Advisor to the Lighthouse Center for Education. She was awarded her BA degree from Stanford University and her MD degree in 1950 from Stanford University School of Medicine.

From 1965-1993 Eleanor Faye served as the Director of the Lighthouse Low Vision Services. A founder and lead instructor with the Lighthouse Continuing Education Program in low vision care, Eleanor Faye also lectured at universities, hospitals and agencies for the blind and visually impaired. She was an emeritus ophthalmic surgeon with the Manhattan Eye, Ear and Throat Hospital and with the New York Hospital-Cornell Medical Center.

Eleanor Faye was formerly a member of the Board of Trustees of the American Foundation for the Blind, Chair of the American Academy of Ophthalmology's Low Vision Standing Committee (now the Vision Rehabilitation Committee) and is Chair of the Low Vision Clinical Society. She maintained an ophthalmic practice in New York City.

Eleanor Faye's work was widely published. Her book, Clinical Low Vision (1994), went into its second edition and was praised as a "classic work" by the New England Journal of Optometry. She also collaborated on several books and film and videotape productions about low vision with Lighthouse Low Vision Services, the Lighthouse National Center for Vision and Aging, the American Academy of Ophthalmology and the American Foundation for the Blind.

Eleanor Faye was widely recognized as a leader in low vision. In 1981, she received the first annual Pisart Vision Award from the New York Association for the Blind as well as the American Foundation for the Blind's Migel Medal for Outstanding Service to Blind Persons. Other awards include a Doctor of Humane Letters from Illinois College of Optometry and two Merit Awards from the American Academy of Ophthalmology.

More recently, Eleanor Faye received a Doctor of Science degree from the State University of New York (1991), received the Distinguished Service Award from the American Optometric Association (1994), was named Honorary Fellow of the American Academy of Optometry (1994), and received the Statesmanship Award conferred by the Joint Commission on Allied Health Personnel in Ophthalmology (1995). In July 1996, Eleanor Faye was awarded the International Meritorious Award for Lifetime Contribution to Low Vision by AER, the Association for the Education and Rehabilitation of Blind and Visually Impaired Persons.

Additional information on Dr. Faye at Lighthouse International:
www.lighthouse.org/clinical-services/meet-our-doctors

Video

2002 Induction Ceremony:

Kay A. Ferrell
Inducted 2022

Dr. Kay A. Ferrell is Professor Emerita at the University of Northern Colorado (UNC). She has served as Coordinator of the Doctoral Program in Special Education at UNC; Assistant Dean of the UNC College of Education; Coordinator of the Early Childhood Special Education Program, and Coordinator of the Program in Visual Impairment. She served as Associate Director of the American Foundation for the Blind (AFB) Policy Research Center in Washington, DC. Ferrell also had a long career at Columbia University, where she was Coordinator of the Program in Education of Blind and Visually Impaired Learners. She began her service to the field of blindness and visual impairment as an Education Specialist at the Virginia Commission for the Blind. She is a graduate of the University of Pittsburgh,

School of Education’s Doctor of Philosophy program in Special Education in 1983.

Dr. Ferrell has led approximately 48 research or personnel preparation grants (totaling external funding support of nearly $19M), including co-authoring two federally funded and nationally recognized leadership grants which enabled the field of blindness and visual impairment to recruit and prepare doctoral-level leaders in all aspects of service to blind and visually impaired children and adults.

One of her five books, Reach Out and Teach, is the standard text for all university programs in early childhood education for students with visual disabilities and she was a lead or second author on countless others. She has presented many influential papers at conferences on topics of research and education of individuals with visual disabilities at the regional, national, and international level. She has also served as a U.S. Delegate to the International Council for Education of People with Visual Impairment.

Dr. Ferrell has served as research advisor and committee member for 52 doctoral graduates at both UNC and Columbia University. She is the recipient of the 2014 Warren G. Bledsoe Award from the AER and the 2013 Migel Medal from the American Foundation for the Blind. She has received the Virgil Zickel Award from the American Printing House for the Blind in 2016; the Alan J Koenig Research Award from the Getting in Touch with Literacy Conference in 2015; the Outstanding Alumni Award from the University of Pittsburgh in 2015; the Mary K. Bauman Award from AER in 2012; the American Foundation for the Blind Corinne M. Kirchner Research Award in 2009; the Distinguished Scholar Award from the UNC in 1999; and the Alumni Award for Outstanding Contributions to Research in Special Education from Teachers College, Columbia University in 1997.

Adapted from the letter of support by George Zimmerman. Dr. Ferrell was nominated by Stuart Wittenstein, Madeline Milian, and Julie Durando.

Martha Louise Morrow Foxx
Inducted 2013

By Rosie L. T. Pridgen, Ph.D. (Superintendent Mississippi School for the Blind 1998-2013), with contributions by Mr. Napoleon Campbell (Historian and one-time student of Martha Foxx, 1962-1969)

On October 9, 1902, Martha Louise Morrow (1902-1985) was born to Frank and Hattie Morrow in Charlotte, North Carolina. During her infancy, Martha became partially sighted. She entered the Governor Morehead School for the Blind. She remained a student there until her family moved to Philadelphia, Pennsylvania in 1917. Martha became a student at the Overbrook School for the Blind in 1917, graduating in 1927.

Following her graduation from Overbrook, she enrolled at Temple University and the University of Pennsylvania. At the conclusion of her first year at Temple, she was given an offer to move to Mississippi to work at the Piney Woods Country Life School. Her task was to teach students at the Department for the Blind on the campus of the Piney Woods Country Life School in Rankin County, Mississippi. The school is about 20 miles south of Jackson, Mississippi — the state's capital. After making this pioneering, career decision; personal schooling for Martha had to be rearranged. In order to accomplish this, she enrolled at several colleges during the summer months to complete her degrees. She studied at University of Wisconsin,

West Virginia State College, and the Hampton Institute. She earned her Bachelor of Science degree in education from Hampton Institute.

MARTHA LOUISE MORROW FOXX
Born in North Carolina. Martha Louise Morrow Foxx (1902-1985) was educated at the North Carolina School for the Blind and the Overbrook School for the Blind in Philadelphia. After the Mississippi State Commission for the Blind was created in 1928, Ms. Foxx was chosen as the first teacher for the Colored School for the Blind, once located on the Piney Woods Country Life School campus. Having served as the sole teacher for the school from May 6, 1929, until 1942, Ms. Foxx retired in 1969.
MISSISSIPPI DEPARTMENT OF ARCHIVES AND HISTORY, 2009

A Mississippi Historical Marker at Piney Woods School (Simpson County)

Dr. Laurence Jones, the founder of Piney Woods School, added a department to educate black, blind students in the 1920s. Prior to this time, there was no formal education for black, blind students in the state of Mississippi. After the State of Mississippi created the Commission for the Blind in 1928, Mrs. Foxx was hired in April 1929. On May 6, 1929, the Department for the Blind on the campus of the Piney Woods Country Life School opened with ten students—five male and five female students. Martha Louise Morrow was not only the teacher, but was also the house mistress. She was responsible for the 24/7 care of blind students enrolled at Piney Woods. This included their personal care, medical attention, residential needs, and educational services. She skillfully met all of these needs. Later, her title was changed to "principal." Dr. Laurence Jones, founder of Piney Woods School, said of Foxx, "She ministered, not only to their intellectual needs, but to their moral and spiritual needs as well." Jones described Foxx's relationship to her charges as like that of a mother. "She taught students domestic skills, how to make mats and cane seating, and music. She developed self-reliance in all of her students so that they could eagerly look forward to the time when they could support themselves out in the world," Jones said. [1]

In 1937, Martha Louise Morrow married Mr. Alexander Foxx. Mrs. Foxx helped to ensure that her students were afforded the same experiences as their sighted counterparts at Piney Woods. They were taught to complete their assigned chores and job assignments, just as the other students. Mrs. Foxx taught all of the blind students from first through eighth grades. Blind students in grades 9-12 attended classes with their sighted peers at the Piney Woods Country Life School. Piney Woods School formed music groups that performed on tours to help provide financial support for the school. Dr. Jones was knowledgeable about Martha’s background in music and asked her to organize blind quartets. Some of the Mrs. Foxx’s students who performed in these quartets became a part of the famous singing group "The Five Blind Boys of Mississippi."

Mrs. Foxx’s teaching philosophy embraced a very modern dynamic of learning outside the walls of the classroom and of incorporating nature into lessons. She often took her students into the woods in search for plums and to pick wild berries. Utilizing what — at the time — were progressive techniques, Mrs. Foxx taught her students to read braille from the start — in 1929. In addition to braille, the teaching of reading large-print books was added in 1944. The curriculum Mrs. Foxx designed was a forerunner of the present day Expanded Core Curriculum (ECC). She believed in "hands on" teaching/learning, community-based lessons, independent living, braille, the arts, work-experience, and vocational opportunities. She believed students should be taught skills that would enable them to be self-sufficient and contributing citizens to society after they graduated. Her motto was "you learn by doing." Along with basic core, academic curriculum; the vocational curriculum she taught included chair caning, broom making, sewing, piano tuning, shoe making, rug making, and industrial arts.

In 1945, Helen Keller visited the Piney Woods School and appeared before the Mississippi State Legislature appealing for funds to educate black blind students, just as their white counterparts. Between 1948 and 1950, two new schools for blind students were built in Jackson, Mississippi. A school for black students was built on Capers Street and a school for white students was built on Eastover Drive. Martha Foxx was named Principal of the Mississippi School for the Blind, Capers Division and served in that capacity until May, 1969.

Some of Mrs. Foxx's honors included the 1942 Franklin Delano Roosevelt (FDR) Drama Award. Along with this award, came a monetary grant that was used to provide fine arts instruction for blind students. In March 1969, Mrs. Foxx also received the Mississippi Teacher Association (MTA) Award for Outstanding Teacher of the Year.

Mrs. Foxx's legacy of being a pioneer, innovative educator, trail-blazer, master teacher, trainer of teachers, committed leader should be remembered and applauded. Because of her philosophy, tenacity, and extraordinary work, she was one of the primary building block that laid the foundation for black, blind students to receive an education Mississippi. Martha Louise Morrow Foxx died in September, 1985.

[1] Harrison, Alferteen (1983). *Piney Woods School: an Oral History.* University of Mississippi Press p. 81. ISBN 1-57806-876-2

Video

2013 Induction Ceremony:

Morris Frank
Inducted 2010

By Dean and Naomi Tuttle

Morris Frank (1908-1980) was born in Tennessee, the youngest son of wealthy parents. As a six year old boy he lost vision in one eye from riding a horse into a tree limb and the second eye as a result of a boxing match at 16 years of age. Previously, when Morris was three years old, his mother was blinded from a horse-riding accident. He attended Vanderbilt University in Nashville during which time he sold insurance door to door. Morris married Lois in 1942 and they traveled for many years throughout the United States representing The Seeing Eye.

In 1927 at the age of 20 Morris read an article in *The Saturday Evening Post* by Dorothy Eustis describing a European school where German shepherds were trained to guide blinded soldiers. He wrote to her and expressed a desire to obtain such a dog and set up a similar instruction center in the

United States. This courageous, enterprising young man was shipped as a package via American Express (imposed conditions of travel) from Nashville by steamship to Switzerland where he met Mrs. Eustis and her head trainer/geneticist, Jack Humphrey.

THIS WAY - Morris Frank follows Buddy as she leads him through the traffic of Vevey, Switzerland, during his indoctrination period in 1928. It was all new to the Swiss villagers, also. (Seeing Eye

THIS WAY – Morris Frank follows Buddy as she leads him through the traffic of Vevey, Switzerland, during his indoctrination period in 1928. It was all new to the Swiss villagers, also.

After training with Buddy for five weeks he returned to America with two charges: to demonstrate that dog guides are safe human guides and to get the dogs accepted in public places. With Buddy and tenacious boldness, he demonstrated that the consequences of enhanced and safe mobility were dignity, self-confidence and independence.

Together with Dorothy Eustis as President, Jack Humphrey as Vice President of training and research, Morris founded The Seeing Eye, the first dog guide school in the United States. The school was moved from Tennessee to New Jersey in 1931. He served as managing director from 1929 to 1931 and as Vice President/Division of the Blind from 1931 to 1956. In this role he visited students before and after receiving their dogs, addressed many Lions Clubs, visited with newly blinded veterans, ophthalmologists and conducted countless radio interviews.

TRAVELERS – Morris Frank and his first dog, Buddy, traveled thousands of miles throughout the United States carrying the message of hope to blind people and demonstrating to the public the value of a dog guide. Buddy, who broke many travel barriers for dog guides, died shortly after this photo was taken in 1938. Morris has had five dogs–all named Buddy

He was instrumental in shaping major policies and procedures: establishing criteria for students, securing dogs with suitable mental and physical characteristics, and locating capable instructors who were able to keep up with the physical demands of working both with dogs and people. His job in public relations involved persuading leaders in agencies for the blind of the value of the dog and approval from public transportation and restaurants to allow the dog to accompany the owner.

In 1956, 28 years after his arrival in Switzerland, he retired after travelling thousands of miles as a roving ambassador. Subsequently he launched his own insurance business in Morristown. In 1978 Morris became the first person to reach 50 years as a Seeing Eye dog user. On the 50th anniversary of the founding of the school, the U.S. issued a commemorative stamp in honor of The Seeing Eye at which time Morris returned to address the gathering, representing the school for the first time in 20 years. After 80 years in 2009 the school had grown from a class of 2 students with 2 dogs to

having placed more than 15,000 dogs which have brought a new level of mobility, safety and self-sufficiency to almost 8,000 men and women.

Morris Frank with Buddy

Morris Frank was honored in many ways. He received an appointment as Colonel by the governor of Tennessee and in recognition of his accomplishments, Morris was invited to meet with many US presidents. Together with Blake Clark, he wrote *First Lady of The Seeing Eye* the story of Buddy which led to the movie entitled "Love Leads the Way" in 1984. On the 75th anniversary of the school's founding, a bronze statue of Morris Frank and Buddy, entitled "The Way to Independence" was dedicated in Morris Frank Park, Morristown, New Jersey.

Photos of Morris Frank courtesy of the Seeing Eye

Photos

2010 Induction Ceremony photos.

Video

2010 Induction Ceremony:

Morris Frank: In His Own Words:

Sir Charles Frederick Fraser
Inducted 2016

By P. Ann MacCuspie

Portrait of Sir Charles Frederick Fraser.

Charles Frederick Fraser (1850–1925) was born in the small town of Windsor, Nova Scotia, Canada. At the age of seven he injured his eye with a pocketknife while whittling. Despite treatment from his father, a physician, and a renowned eye specialist in Boston the vision in his injured eye could not be saved. Shortly thereafter the vision in his other eye began to fail and by the age of 13, after completing his elementary schooling in Windsor, he was enrolled at the Perkins Asylum for the Blind near Boston.

Reported to be a clever but headstrong student, Fraser believed that those who were blind should be self-sufficient and active members of society. After completing his education at Perkins, he returned to Nova Scotia to pursue a career in business. Just one year later at the age of twenty-two he became the first Superintendent of the Halifax Asylum for the Blind. This institution had opened two years earlier in 1871 and had fewer than ten students. Under Sir Fredrick's guidance the paradigm of the Asylum shifted from being a charitable institution for the blind to being an educational facility preparing students to take their place in the world. When Fraser retired fifty years later in 1923, the Halifax School for the Blind was renowned for its accomplished graduates and innovative programs with enrollments averaging 120 students per year.

Fraser faced many challenges during his first few years as superintendent. There were known to be many school-aged children who were blind residing in the province, but educating these children was generally believed to be unnecessary. Fraser travelled throughout Atlantic Canada meeting with families, community leaders, and government representatives to convince them of the critical importance of educating youth who were blind. Nova Scotia, one of the four founding provinces of Canadian Confederation in 1867, was composed of a vast geographic area with a population of only 65,000 spread across hundreds of miles. Other nearby provinces (Prince Edward Island and New Brunswick), were even more rural and sparsely populated. Newfoundland, a colony of England until 1949, was only accessible by sea. Yet, Fraser was able to convince parents and colonial governments to have their children who were blind educated in Halifax and to contribute to the costs of such an education. Through compelling and committed leadership, Fraser helped families and governments recognize both the abilities and rights of the blind and society's responsibility to assist with their realization.

As superintendent, Fraser had a multitude of duties. He provided the leadership and supervision generally required in residential schools. In his typically innovative fashion, Fraser gave preference to hiring teachers who were blind, thus providing successful adult role models for both students and their families. In addition to his administrative duties, for forty-two hours a week Fraser taught an array of academic subjects, music and chair caning. Providing a comprehensive curriculum was critical for Fraser. Students were challenged to master academic subjects, take mobility training, participate in recreational activities, study music, and learn skills to be used in procuring employment upon graduation. Every summer he travelled on behalf of the school giving public lectures. He was accompanied by students who gave concerts and demonstrated skills acquired at the School. Significant monies were raised to create an Endowment Fund for the support of worthy projects for the blind, the purchase of new musical instruments for the school, and additions to teaching supplies. During Fraser's fifty years of work and leadership, the school flourished; new classrooms and residents were built and hundreds of children were educated and prepared for employment and independent living.

Fraser was an ardent lobbyist and instigated frequent interactions with political and educational personnel. Due to Fraser's tireless efforts and dedication, the Halifax School for the Blind became a center of advocacy as he campaigned for supports for both the School and for all citizens of the Atlantic Provinces who were blind. By the end of the1880s, Fraser had secured free education for students who were blind, created a circulating library of Braille books, established an outreach program for preschool children and those needing to prepare for attendance at the School, created the Home Teaching Society for the Blind to provide instruction to adults who were blind, established a fund to support School for the Blind graduates beginning careers or further training, contributed to the establishment of a Canadian Printing House for the Blind, and convinced the Post Office of Canada to provide free delivery for Braille books. In 1909 he helped to found the Maritime Association for the blind that focused on promoting the employment of blind adults. In 1911, following Fraser's campaign to prevent blindness, the Nova Scotia government legislated medical personnel to prophylactically treat all newborns for ophthalmia neonatorum, a common and preventable cause of childhood blindness.

Dedication, innovation and collaboration are hallmarks of Fraser's career. These important skills helped him to support the formation of many organizations for the blind in Canada that remain influential today including

the Canadian National Institute for the Blind. Fraser's talents in this area were wide reaching and he was frequently invited to present at national and international conferences as well as acting as a consultant to both the Massachusetts Commission for the Blind and the province of Ontario.

Fraser was also a successful businessman and volunteer. He edited The Critic, a weekly literary and commercial journal; was a member and served on the executive of the North British Society, the Halifax Archaeological Institute, and the Halifax Canadian Club; and supported the Nova Scotia League for the Care and Protection of Feeble-minded Persons. He pursued his initial interest in business by serving as president of a number of companies including the Nova Scotia Telephone and Trinidad Consolidated Telephone Company and as a director of a number of firms including Eastern Trust and Empire Trust.

It is not surprising that Charles Frederick Fraser received many accolades and honors during his years of dedication and service. These included three honorary degrees, special recognition from the Nova Scotia legislature and numerous local benefactor awards. In 1915, in recognition for his life's work in the field of blindness, Charles Frederick Fraser was knighted by King George V of England.

For fifty years, Sir Frederick Fraser continued his commitment to providing exemplary programs and services for those who were blind. Perhaps the final six years of his career were the most challenging. In 1917, during World War I, a horrendous explosion occurred after an ammunition ship collided with another ship in Halifax harbor. Two thousand people were instantly killed and most buildings in the city were leveled. Thousands of survivors suffered serious eye injuries with many being totally blinded by glass and shrapnel from the explosion. The School for the Blind, somewhat protected by its location to the south of Citadel Hill, suffered significant structural damage including every window being blown out. After forty-four years of tireless labor, Fraser would have to rebuild a significant number of the school's structures and revive numerous programs and services in a city reeling from the damage and loss of life caused by the largest man made explosion to date in the history of the world. He immediately set to work repairing sections of the school to allow for the diagnosis and care of those blinded by the explosion. To facilitate this, children enrolled in the school at the time were returned home to their families. It took several years, but before his retirement in 1923, Sir Frederick Fraser had successfully orchestrated the full

return of programs and services to blind children of Atlantic Canada. He died two years later in 1925.

In 1984, the Atlantic Provinces Special Education Authority built a Resource Centre to serve the educational needs of children and youth who are visually impaired. This replaced and expanded the role of the former Halifax School for the Blind. However, the pioneering work of Sir Fredrick Fraser, a profoundly dedicated, innovative and determined educator was the foundation for many of the programs and services being offered and so it seemed only fitting that the school building of the Resource Center be named “Sir Frederick Fraser School.”

Sir Frederick Fraser’s extensive accomplishments have positively influenced the lives of thousands of individuals who are visually impaired in Atlantic Canada over the last century, and continue to do so today. For this reason he is truly deserving of induction into The Hall of Fame for Leaders and Legends and will always be remembered as both a leader and a legend for those who are blind in Canada.

Video

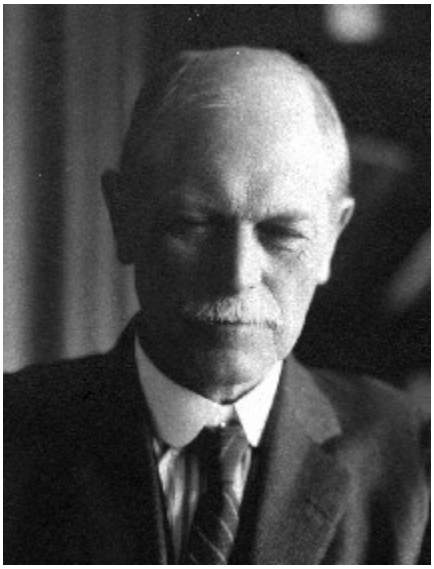
2016 Hall of Fame Induction Ceremony:

Kathern Gruber

William Allen Hadley
Inducted 2005

By Dean and Naomi Tuttle

William Hadley (1860-1941) was born in Indiana and graduated from Earlham College in 1881. He was married to Jessie and they had two daughters. After receiving a masters degree from the University of Minnesota he taught in Minnesota, was Superintendent of Schools in Wilmar, MN. For one year he was a student at the University of Berlin, then taught at Marietta College in Ohio. Later he taught in Peoria, IL and at a Chicago High School for 15 years.



His favorite hobby was reading books in English, German, Latin and Greek. He was described as a devout Quaker, a strong, quiet man with a capacity for courage, able to stand up to problems and adversities and enjoying intellectual adventures and possessing a deep concern for human beings.

In 1915 at the age of 55 he suddenly went blind from a detached retina. His ophthalmologist and friend, Dr. E.V.L. Brown, suggested that he teach himself Braille, which he did. William Hadley soon discovered that there were few educational opportunities for blind adults and he felt compelled to assist others to acquire communication skills. In 1920 he established The Hadley School for the Blind, thus fulfilling a dream of teaching other blind persons by correspondence. He served as its President for more than 15 years and remained active on the Board of Trustees until his death.

Dr. Hadley’s first student was a farmer’s wife in Kansas who had suddenly lost her vision and wished to regain her ability to read and write. Teaching most of the early courses himself, he began by brailling each individual volume of textbooks by hand and personally answering lessons with letters of correction and encouragement. Within a year he was teaching about ninety students in the United States, Canada and China at no charge to the students. A variety of courses included reading and writing Braille, English grammar, business correspondence and Biblical literature.

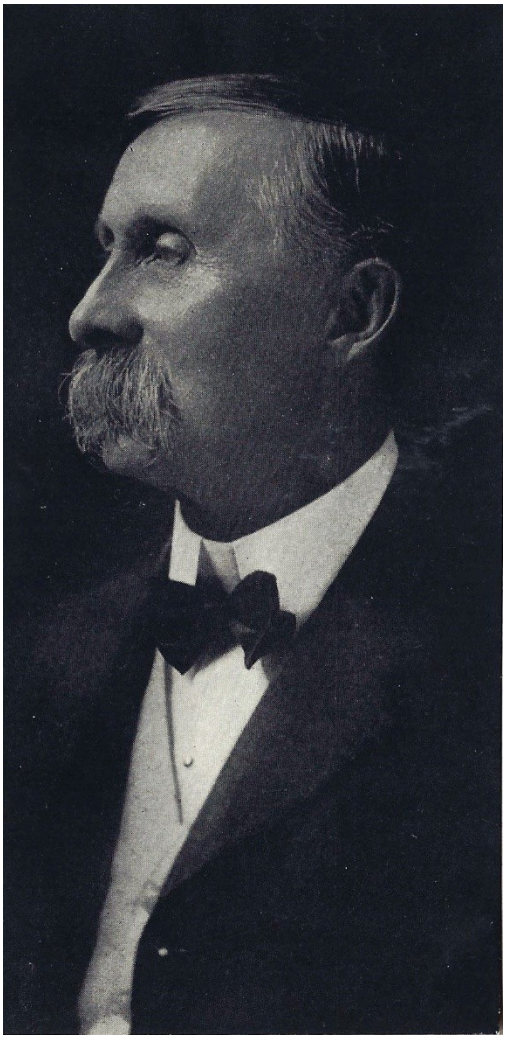
Over the years the school’s role and mission have evolved until today there are over 90 courses available in Braille, large print, audiocassette or online. The almost 10,000 students in over 100 countries include blind persons, their family members and professionals working in the blindness field. All who have benefited from these courses owe a debt of gratitude to William Hadley and his visionary outlook.

He received an honorary Doctor of Laws in 1931 and a Doctor of Humanities in 1933 from Beloit College. The Bosma Industries for the Blind honored him as the 2004 recipient of the Hasbrook award, given to a true pioneer in the blindness field.

Video

Frank H. Hall
Inducted 2018

By Carl Augusto

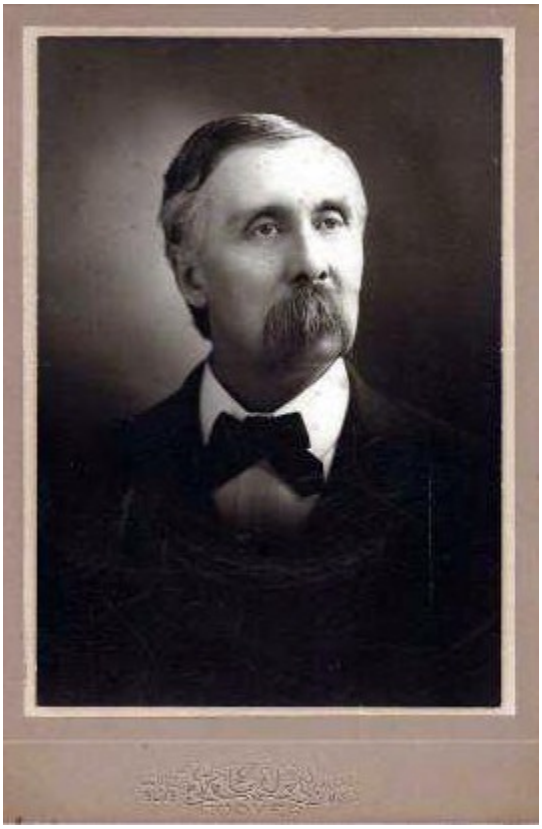


Frank Haven Hall (1841 – 1911) was appointed to become superintendent of the Illinois School for the Blind in 1890. He bought printing presses for the school, and when he learned his students and teachers preferred American braille over New York Point, focused all his printing efforts on braille.

Observing that the use of the slate and stylus to produce American braille was a slow process, he conceived the idea to invent a typewriter-like machine that would make the production of American braille more efficient.

Hall recruited a machinist, Gus Sieber, to help produce the machine. Hall showed Sieber how the slate and stylus worked, explained the braille cell, and said he wanted a machine in which each of the six dots would be individually controlled by a single key. In May, 1892, Sieber produced a crude model. Other machines to produce touch writing had been built, but Hall’s machine was the first to be mass-produced. By 1911, over two thousand machines were being used.

In July, 1892, Hall took his braillewriter to a meeting of the American Association of Instructors of the Blind in Brantford, Ontario, Canada. He wanted to demonstrate his new machine at the meeting but was denied, as the key organizers favored New York Point over braille. Hall invited some of the meeting attendees to his hotel room, where his nineteen year-old daughter demonstrated the speed and quality of the braille his machine produced. By January, 1893, he had also developed a heavy-duty machine (stereotyper), producing stereotypes that could impress braille on a thin brass plate.



Besides his work on the Hall braille writer and stereotyper, Hall's leadership as superintendent of the school was marked by his belief that people who are blind should be trained and work competitively with those who are sighted. Frank Hall was superintendent of the school from 1890 to 1893, but as he was a Republican, when a Democrat was elected governor, Hall was replaced by a political supporter of the new governor. For the next three years he was headed the Waukegan, Illinois public schools. He was called back to be superintendent of the Illinois School for the Blind in 1897, when the Illinois political administration changed again.

In his second term as superintendent of the school, Hall continued his progressive teaching methods and efforts to make education for children who were blind as rigorous as for children who were sighted.

In 1900, the Chicago board of education planned to build a residential school for the blind in Chicago. Hall developed an alternate plan. He and Edward Nolan lobbied the Chicago board, asking that special rooms for students who were blind be provided and equipped in public schools so that they could attend regular classes in their own neighborhood. Hall's plan was adopted and for the first time in the United States, children who were blind were integrated into regular classrooms on a large scale.

In 1902, Hall resigned as superintendent of the school.

Verna Hart

Inducted 2023

By Kay Ferrell

Verna Hart (1928-2021) received her B.A. in Speech Correction from the University of Michigan in 1950, her M.A. in Deaf Education from Wayne State University in 1964, and her Ed.D. in Multiple Handicaps from Wayne State in 1967. Born, reared, and married in Michigan,

Dr. Hart and her husband were parents of a child with complex needs, which not only led her into the field of special education, but created a champion for the cause of all children with multiple disabilities. As she told the Committee on Education and Labor of the United States House of Representatives (1986), she pursued a career in special education not of her own choosing: "I had not planned on teaching following the birth of my children, but my second child was born handicapped, and the expense of maintaining that child not only put me back in the workforce, but led me to take both full and part-time jobs."

Hart was a special education teacher and administrator in Michigan from 1952-1967. She joined the faculty of George Peabody College in Nashville, TN in 1967, where she coordinated programs on multiple handicaps and deafblind education. Hart responded to the rubella epidemic of the mid-1960s and the growing number of infants kept alive by medical intervention by recognizing that the field of visual impairment should expand to serve children with additional disabilities. She created one of the first deafblind teacher preparation programs while at Peabody and worked with legendary colleagues Sam Ashcroft and Randall Harley to advocate for the needs of children with visual impairment who also had additional disabilities. In a radical 1969 article in the *New Outlook for the Blind*, she challenged the field to accept responsibility for children with multiple disabilities, particularly questioning the idea that "only nice, bright, blind children should be the responsibility of teachers for the blind." In the same article, she stated that, "The blind child who is functioning on a retarded level is not a blind child plus a retarded child. The two handicaps do not function as addends but as multipliers." This principle was soon adopted by every teacher education program within and outside of visual impairment.

In 1972, Hart moved to the University of Pittsburgh and coordinated the teacher preparation program in multiple disabilities. She was a tireless advocate. She offered ten essential rights of children with multiple disabilities that could not be ignored. These rights emphasized the broad concepts of advocacy for early intervention; parent education and support; well planned lessons; deliberate changes in materials and experiences to support interest and the generalization of concepts; expectations and support for independence; high expectations; real life behavioral consequences; and well-trained personnel.

While at Pitt, Hart's research and teaching evolved toward the emerging field of early intervention for infants and toddlers. From 1982-1985 she assisted the Western Pennsylvania School for Blind Children to implement an intensive interdisciplinary program for infants with visual impairment, which culminated in the first federal grant in train teachers to work with multihandicapped infants in 1986. Her 1984 *Journal of Visual Impairment & Blindness* article again challenged the field to provide research-based assessment and curricula in early intervention programs for visually impaired infants. Many of her ideas—transdisciplinary approaches, parent education, individualized assessment and programming —were later incorporated into aspects of the Individuals with Disabilities Education Act Amendments of 1986. Notably during this time, Hart contributed multiple chapters in textbooks addressing special education, orientation and mobility, and severe disabilities.

Hart was an active participant in professional organizations, holding officer positions in deafblind associations, the Association for Education of the Visually Handicapped (AEVH) and its successor the Association for Education and Rehabilitation of the Blind and Visually Impaired (AER), as well as being a founder of the American Association for Education of the Severely Handicapped (which later became TASH). She was chair of Division VIII (Infant and Preschool) of AER and an active contributor to the International Preschool Seminar on Visual Impairment.

Hart was the recipient of the Josephine L. Taylor and Berthold Lowenfeld Awards from AER, and the Award for Excellence in Teacher Education from the Council for Exceptional Children (CEC). In the latter phase of her career, Dr. Hart served as a project officer with the United States Department of Education, Office of Special Education Programs, Division of Personnel Preparation.

Verna Hart's impact on thousands of students, teachers, and families was profound. She changed the way we prepare teachers, and she emphasized the importance of working humbly and respectfully with families as early as possible in a child's life. She was a model educator, with a firm foundation in research and practice, an ability to transmit knowledge, a commitment to service, and the courage to challenge the status quo.

Hart, V. (1986). The Education of the Handicapped Amendments of 1986. Hearings before the Subcommittee on Select Education of the Committee on Education and Labor, 99th Cong. (1986) (pp.144-154). ERIC. https://files.eric.ed.gov/fulltext/ED280251.pdf

Hart, V. (1984). Research as a basis for assessment and curriculum development for visually impaired infants. *Journal of Visual Impairment & Blindness, 78*, 314–318. doi.org/10.1177/0145482X8407800705

Hart V. (1969). The blind child who functions on a retarded level: The challenge for teacher preparation. *New Outlook for the Blind*, *63*, 318-321. doi:10.1177/0145482X6906301007

Phil Hatlen
Inducted 2012

By Kay Ferrell

Philip Herbert Hatlen (1934–2016) was born in Patterson, California, the son of first and second generation Norwegian-Americans who were apricot farmers. His marriages produced three sons, Edward (California), James (Colorado), and Lucas (Texas). He earned a Bachelor's degree in elementary education (1957) and a Master's degree in special education (1960) from San Francisco State College. In 1975, he earned his doctorate in education (Ed.D.) from the University of California, Berkeley.

He began his professional career in 1957 as a resource teacher for students with visual impairment, then served as Principal for the California School for the Blind from 1962-66. At the same time, he returned to San Francisco State University (SFSU) as an instructor, and eventually received a full-time appointment as Professor of Special Education, coordinating the program to prepare teachers of students with visual impairments. He retired from SFSU in 1990 to accept the position of Superintendent at the Texas School for the Blind and Visually Impaired in Austin. He served in this position for 17 years, developing collaborative partnerships among TSBVI, Stephen F. Austin State

University, and Texas Tech University to support teacher education, and acting as a powerful influence on state and national education policy affecting students with visual impairments. Along the way, he also served as an Executive Director of the Blind Babies Foundation (1979-1989) and founded the Living Skills Center for the Visually Impaired (now the Hatlen Center for the Blind) in 1972.

His efforts as Chair of the Joint Action Committee of Organizations of and Serving the Visually Handicapped (JAC) in California crystallized into the National Agenda for the Education of Children and Youths with Visual Impairments, Including those with Multiple Disabilities (1995), which resulted in a nation-wide call to action to improve educational services. A prolific author of books, book chapters, and journal articles, he fathered the concept of the Expanded Core Curriculum (ECC) in 1996, the ground-breaking idea that students with visual impairment require additional disability-specific strategies in order to access the general education curriculum. The ECC was widely adopted by educators and became the foundation of philosophical and advocacy efforts across the nation and the world.

He has been an active leader within the Council for Exceptional Children, the Association for Education of the Visually Handicapped (serving as the last President before the organization merged into the Association for Education & Rehabilitation of the Blind and Visually Impaired (AER)), and the Low Incidence Disability Advisory Committee in California. He has been appointed to several advisory boards for agencies and organizations across the United States. He is a frequent keynote speaker at professional conferences, both nationally and internationally.

His colleagues in the field of blindness, who love and admire him, honored Dr. Hatlen numerous times by awarding him the Josephine L. Taylor Leadership Award (1994) from the Personnel Preparation Division of AER; the Migel Medal (1997) from the American Foundation for the Blind; the Mary K. Bauman Award (2000), AER's highest award for an educator; the Distinguished Service Award (2003) from the Division on Visual Impairments (DVI) of the Council for Exceptional Children (CEC); the Outstanding Leadership Award (2004) from CEC; and the Wings of Freedom Award (2009) from the American Printing House for the Blind.

Dr. Hatlen is the consummate advocate, leader, and professional. In his own words, his legacy to us all is:

Stand tall, be proud of your profession. Decide what your "bottom line" is, and do not compromise. Commit to your fundamental truths, and live your profession by not compromising. Be gentle, be creative, and respect the dignity of all children. Love life, work hard, live with a passion for everything that you do. Laugh a lot, and help your students to learn to laugh.

Photos: Phil Hatlen, Phil Mangold, Sally Mangold, and Fred Sinclair; Phil Hatlen and Georgie Lee Abel; Phil Hatlen holding his Wings of Freedom Award, Patricia Williams of the Hatlen Center (left) and Betsy Wada; Pete Wurzburger, Phil Hatlen, and Sally Mangold;

Interview by Mike Bina

- An Interview with Phil Hatlen, July 2013

Video

2012 Induction Ceremony:

2007 Profile of Phil Hatlen:

Berthold Lowenfeld: A Personal History. Interviewed by Pete Wurzburger and Phil Hatlen, 1988:

Download *Berthold Lowenfeld: A Personal History* video

An Historical Discussion, with Georgie Lee Abel, Nancy Akeson, Kathern Gruber, and Berthold Lowenfeld. Moderated by Phil Hatlen, mid 1970s:

Download *An Historical Discussion* video

Berthold Lowenfeld Library Dedication. San Francisco State University, 1985:

Download *Berthold Lowenfeld Library Dedication* video

Euclid J. Herie
Inducted 2009

By Dean and Naomi Tuttle

Euclid Herie was born in 1939 south of Winnipeg, one of three children of a poor French Canadian farming family. Congenital cataracts resulted in serious vision loss as a teenager, resulting in total blindness by age 40. He earned two undergraduate degrees, a masters in social work in 1965 and honorary Dr. of Laws in 1981, all from the University of Manitoba. He is the father of two children and three grandchildren. Euclid lives in Toronto with Barbara Marjeram, where he occasionally enjoys horseback trekking, white water adventures and sailing.

In 1963 he began a career in child welfare at the Children's Aid Society of Winnipeg. Then he was the Executive Director of the Manitoba Division of the Canadian National Institute for the Blind (CNIB) and later of the Ontario Division from 1977 until 1983.

As President and CEO of CNIB from 1984 until his retirement in 2001, his masterful hand at the helm guided the organization through some difficult

changes and growth spurts which included the establishment of regional offices, the implementation of new service models, the closure of residential and workshop programs, and the creation of technology, employment, youth and leadership development programs. He led CNIB in a multimillion dollar campaign to digitize the library, one of the largest libraries for the blind funded through private donations.

From 1988 until 2004, Euclid served successively as treasurer, president and past president of the World Blind Union which represents 180 million blind persons in 150 countries. In this capacity he was deeply involved with international agencies stimulating programs in many developing countries particularly in braille literacy, accessible and affordable technology, maintaining universal postage rights, improving the status of blind women, and the restoration of the Louis Braille birthplace. Over the course of his WBU presidency Herie, usually accompanied by executive assistant Marjeram, visited more than 60 countries, delivering speeches, promoting causes and advocating for the rights of blind persons throughout the world.

During his retirement in 2002 he exemplified his strong advocacy for Braille by establishing the World Braille Foundation to help implement Braille literacy programs. In the first six years 40 literacy projects in 18 countries have been implemented to support the training of blind children and adults. From 2003 to 2007 he served as a director of HumanWare, a company which manufactures and distributes technical aids for blind and visually impaired persons.

His publications include *Journey to Independence–Blindness, the Canadian Story,* a history of blindness in Canada, and a chapter in *Changing What It Means to be Blind: Reflections on the first 25 years of the World Blind Union*.

Dr. Herie has received many honors for his exemplary leadership on behalf of the blind worldwide and was elected in 2000 as an honorary life member of the WBU. In 2001 he was appointed president emeritus of CNIB, an unprecedented recognition. He received AER’s Ambrose M. Shotwell Award in 2002 for "outstanding contributions to the personal adjustment or rehabilitation of adults who are blind or visually impaired." He is also the recipient of the Queen’s 50th Anniversary Commemorative Medal and the Canadian Government’s prestigious Member of the Order of Canada. His most recent award is the World Blind Union Louis Braille Medal in 2009.

He has been described as "dynamic and fearlessly optimistic" and is valued for his "warmth of personality and ability to touch the lives of disempowered people."

The Hall of Fame Induction of Dr. Euclid Herie and Dr. Dean Tuttle by Dr. Jane Erin

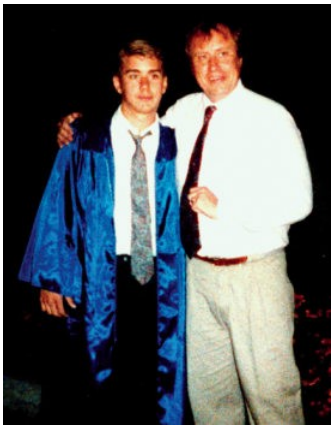
Video

2009 Induction Ceremony:

Everett "Butch" Hill
Inducted 2007

By Dean and Naomi Tuttle

Everett W. Hill, Jr. (1943-1994) grew up in Pine City, Minnesota. He was a gifted drummer and basketball player, lettering in high school and at Northland College in Wisconsin, where he did his first two years of undergraduate work. He graduated from the University of Minnesota with a B.S. in Physical Education in 1966. He had three children with his wife Joan. After his divorce Butch and Mary Maureen were married in 1979.



Butch Hill contributed significantly in a variety of ways to the field of Orientation and Mobility. In 1966 at the age of 23, he accepted a job teaching mobility at the Minneapolis Society for the Blind. Realizing that very little about the field of O&M had been documented at that time, he pursued his formal education in O&M at Western Michigan University. After graduation he returned to the Minneapolis Society for the Blind as director of O&M and then to the Missouri School for the Blind also as director of O&M from 1968 until 1970

In 1970 he accepted a position at Florida State University as a faculty member and while there collaborated with Purvis Ponder on the first methodological textbook on Orientation and Mobility Techniques: *A Guide for the Practitioner* published by the American Foundation for the Blind.

Butch returned to Western Michigan University in 1974 to complete a Masters degree in special education and a doctorate in special education in 1979. He remained there as an assistant professor until 1976. He is especially noted for his significant research and publications in the area of positional/spatial orientation and developed the *Hill Test of Selected Positional Concepts*, which became the first norm-referenced assessment tool in O&M.

In 1979 he joined the faculty at Peabody College of Vanderbilt University as a professor of Special Education and Kennedy Center Investigator. He was a prolific author with 29 peer reviewed journal publications, 18 of which he was sole author. He authored three books, seven book chapters, three monographs and countless conference papers and presentations nationally and internationally. Up to this point most programs in O&M were modeled after those developed for adults who were blind. Butch committed himself to the reconceptualization of the standard adult model of O&M instruction to the specific needs of young preschool children. He was awarded a federal research grant that enabled his team to create a specific assessment tool and training program for O&M entitled the Preschool Orientation and Mobility Project – POMP. Thousands of children nationally and internationally have been assessed using the Hill Performance Test of Selected Positional Concepts and have benefited from the outgrowth of POMP. In March of 1994, the field was shocked to learn that Butch had died, at the age of 51, on the basketball court playing the game he loved so much.

He received numerous awards. In 1986 he received the Outstanding Teaching Award from Peabody College. From 1988 to 1990 he served as the chair of Division Nine of AER. Because of his significant contributions to Division Nine, the Newcomer-Hill Award was established in 1992. At the AER conference in 1992 he was awarded the highest honor in O&M, the Lawrence E. Blaha Award. Throughout his life he inspired a generation of practitioners through his courageous leadership, his passion and purpose for the field of O&M, his inquisitiveness and infectious love of O&M.

"In his all too short 28 years with us, he single-handedly accomplished what he set-out to do when he entered the field of O&M, which was to heighten the awareness and recognition of the field of O&M by creating a well defined base of research literature." — George Zimmerman

"Through his early work on concept development with children who were congenitally blind, Dr. Hill helped to build the bridge between the approach to the systematic delivery of orientation and mobility training as it was developed for adventitiously blinded adults and O&M services for congenitally blind children." — Rick Welsh

Photos: Butch Hill in the mid-70s; at son David's high school graduation in 1989; accepting an award from Bruce Blasch; Lubbock Texas at the Buddy Holly statue; Blaha Award reception in Los Angeles, standing next to Bob La Duke; on his parent's front porch with his 3 kids–Marc, David & Alicia; Butch's band, The Special Heads–Jon Goin, Butch (on drums), Jamie Cloyd, and George Zimmerman–1986-87

Video and Photos

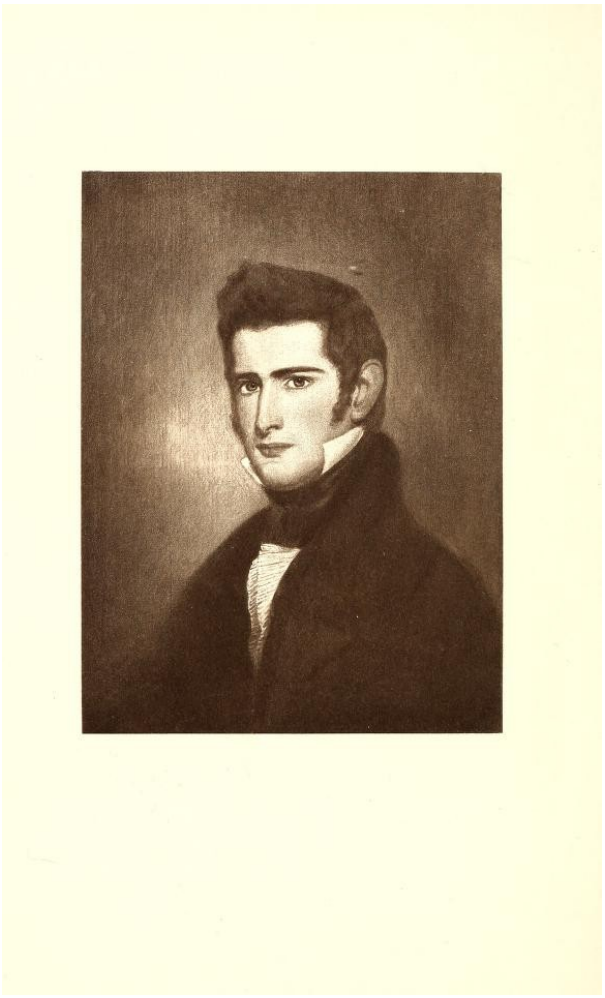
2007 Induction Ceremony:

Richard Hoover

Samuel Gridley Howe
Inducted 2002

By Dean and Naomi Tuttle

Samuel Gridley Howe (1801-1876) was born in Boston. He graduated from Brown University in 1821 and from the Harvard Medical School in 1824. After serving as a soldier and doctor in the Greek War of Independence, he returned to Boston in 1831. He married Julia Ward and they had six children.

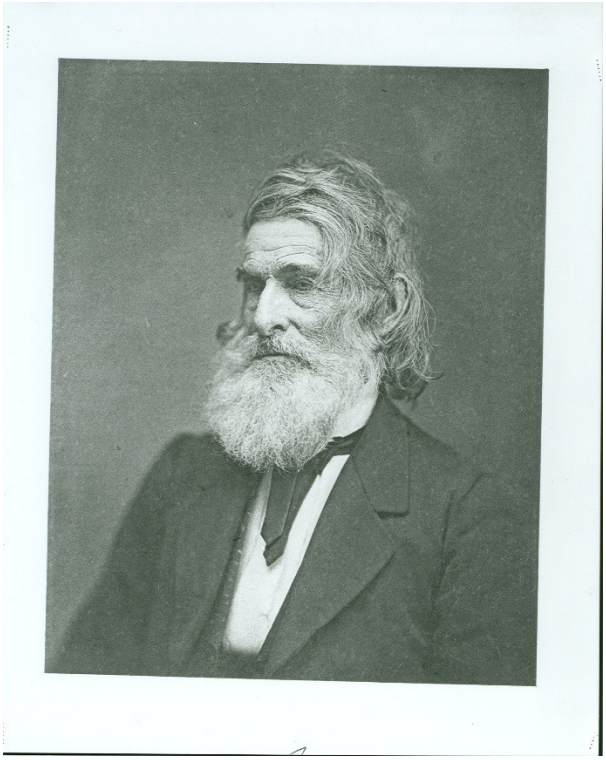


One day, shortly after his return, Samuel Howe met an old friend from Brown University, Dr. John Dix Fisher. Fisher was the principal founder in 1829 of what at that time was known as The New England Asylum for the Blind. Fisher offered him the directorship and even though the school had no students and no buildings, he accepted.

Since there were no schools for the blind in America, Samuel Howe was directed by the trustees to visit schools for the blind in Europe to observe their programs and to obtain educational aids and appliances. He was also instructed to hire two teachers to assist him. After his trip he was determined to avoid the tendencies he observed in Europe of overprotecting their pupils and treating them as objects of charity.

He opened the school in his father’s home with two young sisters, Sophia and Abigail Carter from Andover, Massachusetts. Within a month the enrollment had reached six students, ranging in age from six to twenty years old. Since he needed a larger place, Thomas H. Perkins, a wealthy Bostonian

and one of the School’s trustees, offered his house. The school moved again in 1839 to the Mt. Washington House Hotel in South Boston and changed its name to the Perkins Institution for the Blind.



During those early years, Samuel Howe developed his philosophy of education of the blind. He believed they should no longer be "doomed to inequality," to becoming only "mere objects of pity" and he believed that blind children could learn as much as other children. During his first years as director he visited 15 states, getting schools started in Ohio, Tennessee, Kentucky and Virginia. He also developed an embossed letter system for the blind to read, first known as Howe Type and later as Boston Line Type. It was used at Perkins until braille came into common usage at the turn of the century.

In 1837, Samuel Howe began an experiment in education that would bring him to the attention of the world. His success in educating Laura Bridgman, a girl who became deaf-blind from scarlet fever at the age of two proved it was possible. His interest in promoting the education of children with disabilities went beyond the blind and deaf-blind. He also helped to initiate schools for mentally retarded children (1848) and deaf children (1867). Howe has rightly been called the most significant and foresighted figure in the American history of special education.

Video

2002 Induction Ceremony:

Samuel Gridley Howe
Inducted 2002

By Dean and Naomi Tuttle

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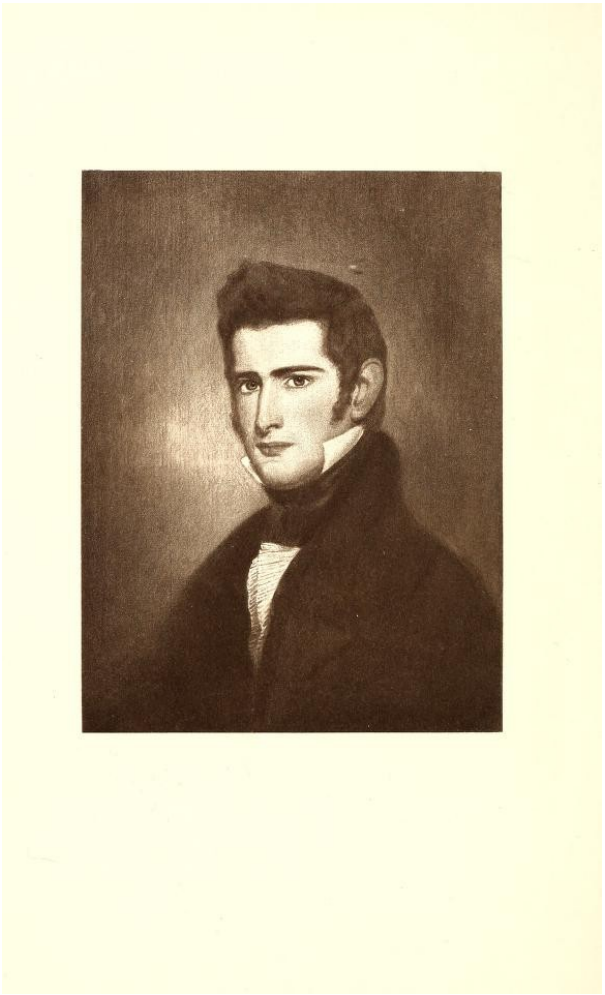

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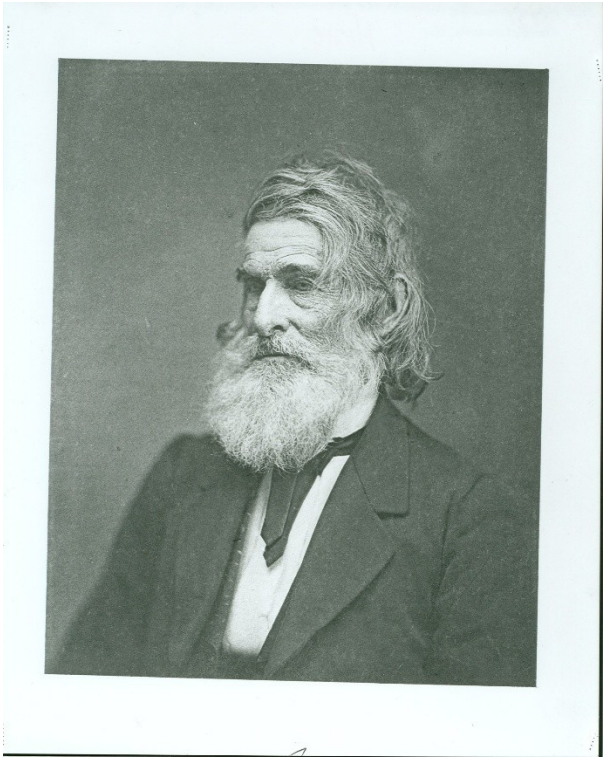

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Video

2002 Induction Ceremony:

Kathleen M. Huebner
Inducted 2020

By Dr. Amy Parker

Kathleen Mary Huebner, PhD is Professor Emerita at Salus University. She earned her doctoral degree in 1980 from The University of Pittsburgh, and accepted a position as National Consultant in Education for the American Foundation for the Blind (AFB), where she worked from 1983-1993 impacting many national initiatives.

From 1993 to 2012, Huebner prepared teachers of students with visual impairments and orientation and mobility specialists at Salus University. Her career culminated in two groundbreaking, collaborative, national consortia of universities to increase leadership through preparation of doctoral students in visual impairment, deafblindness, and deaf and hard of hearing — the National Center for Leadership in Visual Impairment (NCLVI) and the National Leadership Center for Sensory Disabilities (NLCSD).

Dr. Huebner’s work has been recognized by both of her alma maters and by the field of blindness. She is the recipient of the Migel Medal (2012) from AFB and the Josephine L. Taylor (2010), Ambrose Shotwell (2008), Mary K. Bauman (2004), and Warren C. Bledsoe (1996) Awards from AER.

Kathy advanced leadership in the fields of visual impairment and deafblindness by bringing university programs from across the United States together as a consortium to create the National Center for Leadership in Visual Impairment.

Douglas Inkster
Inducted 2002

By Dean and Naomi Tuttle

Doug Inkster (1925-1993) was born in Michigan. He received a bachelor's degree from the University of Miami, Coral Gables, FL and a masters in counseling, testing and guidance and a doctorate from Michigan State University, East Lansing, MI in rehabilitation administration. He was wounded in World War II. Doug was married and they had two daughters and a son, all of whom were married before his death in 1993.

Doug Inkster has served with a number of agencies throughout his illustrious career. Early in his career, he served from 1950 to 1960 as the Vocational Rehabilitation Coordinator for the Michigan Rehabilitation Services, Lansing. Then in 1960 he assumed the position of Assistant Regional Representative for the US Department of Health Education and Welfare, Rehabilitation Services Administration, Region V. He was Superintendent of the Illinois Visually Handicapped Institute from 1963 to 1967. For three years he served as Assistant Superintendent of the Chicago State Hospital. Then he broadened his base of experience with shorter terms of employment with a variety of agencies, serving as Director of Vocational Independence Program for the Foundation for the Junior Blind in Los Angeles, as Assistant Executive Director for the National Accreditation Council, as Assistant Director of the Home for Aged Blind in Yonkers, as Executive Director of Vision Enrichment Services, Grand Rapids, and also serving as consultant for REHAB CONCEPTS, Jackson, Michigan.

Doug Inkster will be remembered most for his dynamic leadership and innovative approaches while serving as the Executive Director at the Center for Independent Living in New York from 1972 until his retirement in 1985. He became a national pioneer in the development of adjustment training programs for the older blind and visually impaired population when few other programs of this type existed. During a time in our country when there was a paucity of materials, he developed a set of training manuals for the instruction of independent living skills. Additionally, he strengthened the

training and enhanced the acceptability of rehabilitation teacher assistants as a part of the service delivery model.

Many organizations and state services sought his expertise particularly in the areas of rehabilitation administration, program design and evaluation, grant applications, and accreditation. Some of the agencies with whom he consulted included the American Foundation for the Blind, Commission on Accreditation of Rehabilitation Facilities, National Accreditation Council for Agencies Serving the Blind, and state services in New Jersey, South Carolina, Wisconsin, New York, and Puerto Rico. He played a lead role in crafting the first NAC accreditation criteria.

Video

2002 Induction Ceremony:

Robert B. Irwin
Inducted 2002

By Dean and Naomi Tuttle

Robert Irwin (1883-1951) was born in Iowa. When he was five years old he became blind as a result of an eye inflammation. He attended and graduated from a "School for Defective Youth" which was later renamed the Washington State School for the Blind. After graduating from the University of Washington, he attended graduate school at Harvard University where he received an M.A. in 1907 and stayed for two more years to concentrate on the education and welfare of the blind as well as on government and history.

Robert Irwin began his career in 1910 as supervisor of the classes for the blind in the Cleveland Public Schools, where he also organized classes for partially seeing children in 1913. Assisted by Dr. Goddard in 1914, he was the first to adapt Binet intelligence tests so that they "might be used more appropriately with the blind."

In 1923, Robert Irwin was called to New York to become the Director of Research and Education of the American Foundation for the Blind. During this time, he developed an efficient interpoint braille printing machine which

reduced the bulk and cost of braille books by about 40 percent. Another significant contribution was to bring Edison’s idea to fruition by using 33rpm long-playing records, long before they became commercially accepted, as Talking Books and by promoting a nationwide system of library services to supply them to the blind in the United States.

During Robert Irwin’s tenure as Executive Director of AFB from 1929 to 1949, he built it into one of the most important agencies in work for the blind. An early concern of his was the achievement of better international cooperation on behalf of all the blind in the world. To promote this cause, he organized the World Conference on Work for the Blind which met in New York in 1931. In 1946 Irwin’s interest in international work for the blind resulted in organizing the American Foundation for Overseas Blind, later renamed Helen Keller International.

His legislative efforts led to the program of Aid to the Needy Blind under Title X of the Social Security Act and a bill allowing the blind an additional exemption on their Federal Income Tax. He was instrumental in the passage of three laws which became a great stimulus to the employment of the blind: the Barden-La Follette Act, the Randolph-Sheppard Act, and the Wagner-O’Day Act. When World War II required special provisions for war-blinded, he wrote and secured the passage of the bill recognized as "a bill of rights for blinded veterans."

Many honors have been bestowed on Robert Irwin: President of AAWB for four years, named Alumnus Summa Laude Dignatus by the University of Washington, made a Chevalier of the Legion of Honor by the French Government, and awarded an honorary Doctor of Laws degree from Western Reserve University in Cleveland "in recognition of his local, national, and international service in behalf of the blind."

Video

2002 Induction Ceremony:

Kenneth Jernigan
Inducted 2002

By Dean and Naomi Tuttle

Kenneth Jernigan (1926-1998) grew up on a farm in central Tennessee. He graduated with honors from Tennessee Technological University in 1948 with a bachelor's degree in social science. In 1949 he received a master's degree in English from Peabody College in Nashville, where he subsequently completed additional graduate study. He received the Captain Charles W. Browne Award presented by the American Foundation for the Blind to the nation's outstanding blind student. He was married to Mary Ellen who was also active in NFB activities.

Kenneth Jernigan then spent four years as a teacher of English at the Tennessee School for the Blind. In 1953 he was appointed to the faculty of the California Orientation Center for the Blind in Oakland, where he played a major role in program development.

From 1958 until 1978, he served as Director of the Iowa State Commission for the Blind. In this capacity he was responsible for administering state programs of rehabilitation, home teaching, home industries, an orientation and adjustment center, and library services for the blind and physically handicapped. Under his dynamic and forceful leadership, he made many improvements in services to the blind of Iowa.

In 1978 Kenneth Jernigan moved to Baltimore to become Executive Director of the American Brotherhood for the Blind and Director of the National Center for the Blind. As President of the National Federation of the Blind, he led the organization through the most impressive period of growth in its history. The creation and development of the National Center for the Blind and the expansion of NFB's influential voice and force in the affairs of the blind stand as the culmination of his lifework and a tribute to his brilliance and commitment to the blind of this nation.

Kenneth Jernigan has received too many honors and awards to enumerate individually, including honorary doctorates from three institutions of higher education. In 1960 the Federation presented him with its Newell Perry Award for outstanding accomplishment in services for the blind. In 1968 and again in 1990 he was given a Special Citation and award by the President of the United States for distinguished service. He served as a special consultant to or member of numerous boards and advisory bodies.

Kenneth Jernigan will be best remembered for his passionate and visionary leadership in the National Federation of the Blind for more than thirty-five years. He was President (with one brief interruption) from 1968 until July,

1986. The eloquent and articulate Kenneth Jernigan has touched countless lives both nationally and internationally through his writings and speeches on blindness. There has never been a more vocal or effective advocate for the blind.

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Video

2002 Induction Ceremony:

Laurence C. Jones
Inducted 2013

By B.J. LeJeune

Laurence Clifton Jones (1884-1975) was the founder and long-time president of the Piney Woods Country Life School in Piney Woods, MS. In 1909, Laurence Jones, a recent graduate from the University of Iowa, learned about the very high illiteracy rate of 80% in rural Rankin County, Mississippi. Identifying that need as his personal mission he stepped off the train and walked into the heart of the Piney Woods carrying only a few clean shirts, a Bible, a couple textbooks, his diploma, and $1.65. With little more than a dream and a simple faith that he was following God’s call, he started the Piney Woods Country Life School at first under a cedar tree, then in an abandoned sheep shed. His goal was to educate the sons & daughters of impoverished black sharecroppers, some the children and grandchildren of former slaves. He succeeded against all odds battling racism, tornadoes, financial woes, and an attempted lynching. In 1918 persuading the mob with his vision for the school, instead of lynching him, the crowd ended up passing the hat and collecting money for his school.

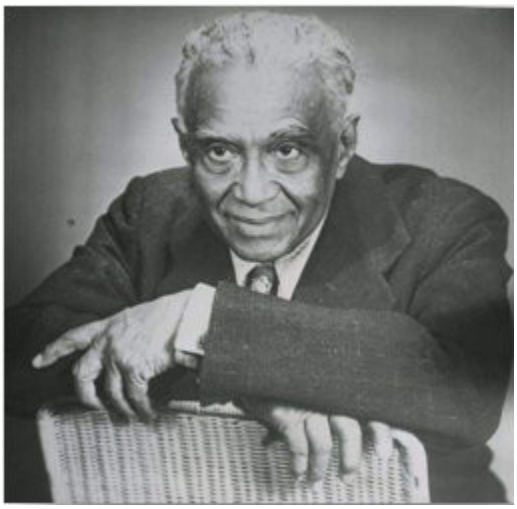
Dr. Jones, known as the Little Professor of Piney Woods, held a "head, heart and hands" philosophy that addressed educating the mind, bringing alive a spiritual passion and required the students to develop 3 skills by which they could support themselves—one they could do very well. He strongly believed in the "dignity of labor." Many students, prepared to work hard, came down that piney woods road and arrived at the campus in a mule drawn wagon loaded with vegetables and goods for their tuition, driven by parents filled with hope.

After learning of the need for a school for African-American children who were blind from Mississippi Senator Adams, in 1929 he brought Martha Louise Foxx to the Piney Woods to be the first teacher and principal of The Mississippi Blind School for Negroes at the Piney Woods School. With little funding and many challenges, the Piney Woods School was open to all who would come, but everyone, including those who were blind, had to work. Students built school buildings, they learned caning and developed agricultural programs for poultry and beef and the girls did handiwork and

sewing. During the depression years through the end of World War II, the school experienced tremendous financial hardship. Dedicated to not losing any of their programs, Dr. Jones, an outstanding fundraiser, traveled around the country sharing his vision. He also sent forth student music groups to help raise money for the school. The Cotton Blossom Singers, the International Sweethearts of Rhythm swing band, Bluesman Sam Myers, and the Five Blind Boys of Mississippi all got their start during these challenging years.

By the 1940’s, students who were blind participated fully in school activities, becoming valued members of the Piney Woods community. Upon reaching high school, they were fully integrated into the regular high school classes. And that was Dr. Jones and Martha Foxx’s real legacy to students who were blind. They pioneered the first program in the nation to mainstream blind students. The success of this "experiment" forever removed the stigma of blindness for those who participated.

In 1951, at the urging of Helen Keller who helped secure funding from the legislature, the Mississippi School for Negroes moved to a campus in Jackson and was assimilated into the Mississippi School for the Blind shortly before Dr. Jones' death. Dr. Jones was greatly honored for all his contributions. Jones received honorary doctorates from Clarke College, Cornell College, University of Dubuque, and Otterbein College. He also earned an honorary Master of Arts from the Tuskegee Institute. He was recognized for his contributions to the education of African-American children by the University of Iowa when he was named one of the University's most outstanding alumni in 1954. Jones received the Silver Buffalo Award the highest commendation of the Boy Scouts of America in 1970. He was inducted into the Mississippi Hall of Fame in 1981 as one of Mississippi's most outstanding citizens. He was also the author of several books, including Up Through Difficulties, published in 1910, Piney Woods and Its Story, published in 1923, and The Bottom Rail, published in 1933.



Video

2013 Induction Ceremony:

Dr. Laurence C. Jones appeared on *This is your Life*. Originally aired 12/15/1954

Links

- The Piney Woods Country Life School
- Mississippi Historical Archives
- Piney Woods School

Helen Keller visited the Piney Woods School in 1945.

Randall (Randy) T. Jose, O.D.
Inducted 2016

Randall T. Jose, better known as Dr. Randy Jose, graduated from the University of California School of Optometry in 1967. He was in the first class to offer a program extension enabling him to earn an academic doctorate in Optometry. More importantly, this allowed him the opportunity to continue his studies in India as part of the Health Professions Study Abroad program in 1968. Interestingly, This post degree opportunity was responsible for his lifetime interest in Low Vision Care. When he entered the extended program, only eight of his classmates decided to take the additional courses. While seven of them got right to work on the new program that summer after graduation and selected their advisors and specialty clinic; Dr. Jose spent the summer at the local beaches!! Upon returning to start the fall semester, he found the only specialty available was low vision, a new field of study in optometry. As they say – the rest is history. As with the rest of his career he was blessed with being around the best. His advisors were Dr. Ed Mehr and Alan Freid.

With his advisors' support, he was able to develop his clinical skills with different patient groups. While he was a Low Vision Clinical Instructor at the California School of Optometry (1968-1969), he introduced this new specialty to both the California School for the Blind and the local public school resource program for children with low vision. These programs allowed him to experience the classroom and the importance of working with teachers in treatment options. When Dr. Mehr and Freid set up a community clinic working with older patients and the VA, Dr. Jose was introduced to working with those who provided social services and psychological services. In 1970

he became a Fellow of the American Academy of Optometry and a member of the American Optometric Association.

From 1970 to 1975 Dr. Jose was a Lecturer and Coordinator of Low Vision Services at the University of Alabama School of Optometry. In cooperation with the Alabama Department of Education he developed a traveling low vision clinical program which brought low vision care to many more school-age students. The clinical program also brought low vision services to the Talledega School for the Blind where Dr. Jose established an on-site low vision program for students at the school, including those who were deaf-blind and those in vocational training programs. As his outreach services continued to expand, another new clinic was established at the Atlanta Services for the Blind and Dr. Jose initiated a program for optometrists-in-training who would accompany faculty to these clinics.

From 1975 to 1980 Dr. Jose was a tenured (1978) Associate Professor at the Pennsylvania College of Optometry. He served as the Clinical director for the Center for the Low Vision Clinic. This program provided integrated services with the vocational and educational services offered at the Center for the Blind. In 1978 Dr. Jose was instrumental in bringing Dr. William Feinbloom and his practice to the Pennsylvania College of Optometry. This allowed interns to be exposed to an international clinical program. And, using the private practice model and experiences of Dr. Feinbloom; the clinic generated income that allowed an interdisciplinary clinical staff including ophthalmologists, optometrists, teachers of students with visual impairments and orientation and mobility specialists, and a social worker. In addition, another unique feature of the program was having an Optometric Low Vision Technician under the same roof. The program still exists at the college and remains as one of the leaders in interdisciplinary clinical programs in the US.

From 1980 to 2008 Dr. Jose was a tenured (1983) Associate Professor at the University of Houston College of Optometry. During this time, he served as clinical director for low vision services with clinics at the Houston Lighthouse, Baylor Medical Center, Houston Eye Institute and TIRR Rehabilitation Center. Occupational therapists (OT) were included in the program’s service delivery model. Comprehensive educational programs were created for OT’s entering the low vision field. Dr. Jose spent 28 years at the College of Optometry with a two year period working with a corporate group (1989-1991) to set up a multi-disciplinary “vision rehabilitation” clinical program. The intention was to develop an economically viable rehabilitation model that could be used in private practice settings. Dr. Jose continued to bring low vision care to

populations who might otherwise not reach the clinic, including a project in the heart of West Texas which is sparsely populated. And, his thrust for interdisciplinary care extended to lecture exchanges he established between the University of Houston and The University of Texas at Austin's program preparing teachers of students with visual impairments.

The highlight of Dr. Jose's career was being able to participate in the state-wide low vision program, Providing Access to the Visual Environment (Project PAVE) at Vanderbilt University. The low vision examination was one part of the integrated service to children throughout the state of Tennessee. The staff of educators and mobility specialists not only prepared the student for the clinical evaluation in conjunction with the input of local teachers but also provided on-going post clinical care. Dr. Jose considered this type of ongoing, integrated team work to be the impetus for one of the most productive clinical programs he experienced. He also used his role as the senior specialist to train local low vision specialists in the care of children including preschoolers and those who have multiple disabilities.

One of the classic pieces of literature in the discipline of low vision is the text, Understanding Low Vision (1983). Dr. Jose contributed widely not only to the literature of the field with his many articles, but also with his extensive record of presenting at many conferences and to many groups of teachers and parents of children with low vision. In addition, Dr. Jose traveled widely to provide instruction to clinical low vision specialists in such topics as prescribing bioptic telescopic systems and most importantly, how to incorporate clinical services into an interdisciplinary program.

Dr. Jose enjoyed the privilege of serving on many committees and boards during his professional career. Most importantly he sat on the Founding committees for the creation of low vision sections for the American Academy of Optometry, American Optometric Association and the American Association of Workers for the Blind (currently the Association for Education and Rehabilitation of the Blind and Visually Impaired [AER]).

Throughout his career, Dr. Jose focused on developing a standard of care for children and adults with low vision as well as models of excellence for vision rehabilitation professionals. Dr. Jose believed that a concentrated and strong interdisciplinary approach to managing visual impairments and lessening the impact they have on education and daily living skills were the foundations upon which care should be given. In this model, the low vision exam is one part of a treatment plan in which the information obtained is used to develop an interdisciplinary approach to care and should not be the sole element of

the plan. The clinical low vision specialist uses optimum clinical data obtained in the (sterile) environment of the clinic to advise the rehabilitation team. This data is viewed within the context of what the potential functional goal could be for the individual. The treatment plan should be based on other professional inputs and functional examinations. The total “service” should be coordinated by the professional most involved with the person and this person is rarely the doctor!! This has sometimes been a difficult concept for the doctor to embrace. According to Dr. Jose, when a doctor wears a white coat, she/he is seen as the director and not as part of a well functioning rehabilitation team.

Dr. Jose often states that one of his greatest personal achievements is the use of terminology he used describing the model of interdisciplinary care. In 1967 he was hired to run the SubNormal Vision Clinic. Now more and more programs are using the term, Low Vision Rehabilitation, a term he put forward that better reflects the service model and the more positive approach it represents for more personalized care. Also, in 1967 his patients were referred to as visually handicapped but today, the clinical team must strive to accurately measure and describe the impairment so as to better understand how to best reduce the handicapping impact on the individual ability to improve visual functioning for daily living needs and activities.

Dr. Jose has indicated that his success in this wonderful new field is due to the great support he has received from his wife of 40 years; a daughter and son and their spouses who are independent, successful and always supportive and of course all the professionals he has been lucky enough to meet and enjoy friendships with all these years. He points out that the older he gets, the better it seems he was….. Presently, he is enjoying retirement and being Grandpa to three lovely granddaughters. He has traded Dr. Jose in for the new title of Grandpa Jose and is having a great time.

Video

2016 Hall of Fame Induction Ceremony:

Ruth Kaarlela
Inducted 2002

By Dean and Naomi Tuttle

Ruth Kaarlela was born in Michigan in 1919. She received her bachelors and masters degrees in social work (1947) from Wayne State University and a Ph.D. from the University of Michigan in gerontology (1978). She took courses at Syracuse University and Columbia University Teachers College which resulted in certification in special education to teach blind children. She is currently living in Michigan.

Ruth Kaarlela was employed as a social worker in the Family Service Agency in Lansing for five years and then at the University of Michigan hospital for 4 years. During a three year period at the Industrial Home for the Blind at the Mineola campus, she developed plans for integration of blind children into public schools. For two years she was an itinerant teacher of blind children in a Long Island school system. She was then asked to take charge of a Nassau County day school for emotionally disturbed children, supervising 21 teachers and 90 children.

In 1963 Ruth Kaarlela joined the faculty at Western Michigan University to initiate a Rehabilitation Teaching Program. This involved developing the curriculum, acquiring equipment, selecting students, locating internship settings and building a library of literature. For the next 23 years, she was involved in offering graduate courses, refining program content to include low vision, multihandicapping conditions, gerontology and technology, and in the latter years she served as chairperson of the Department of Blind Rehabilitation. Because of her pioneer work in the profession of rehabilitation teaching and the development of a university curriculum, she has been referred to as the "Founder of Rehabilitation Teaching."

Ruth Kaarlela was also known as a significant leader in the gerontology movement of the 70’s and 80’s. She taught the first gerontology course at Western Michigan University, which later led to the establishment of a complete gerontology degree program. She felt strongly about incorporating the principles and practices of aging into the training program for rehabilitation teachers of the blind. After her retirement from WMU in 1986, she worked on a special project for the American Foundation for the Blind educating native Americans with respect to visual problems.

Ruth Kaarlela authored many publications that served as the basis for educating rehabilitation teachers and made countless presentations extolling the need for and virtues of the profession. She served on the accreditation board for the National Accreditation Council (NAC). She was active in Division 11 of AER, the Michigan Association of Certified Rehabilitation Teachers (MACRT), and the gerontological society. In 1990 she received the Josephine Taylor Award from AER's Division 17. In 1999 at the rehabilitation teachers' gathering in Kalamazoo she was the guest of honor and received the Millennium Award in recognition of her outstanding contribution to the rehabilitation teaching profession. She recently won the 2001 Migel Medal Award from the AFB, in the "Professional" category.

Photos: 1) BA degree at Wayne University (Detroit, 1952); 2) Visiting with Dr. Paul Ponchillia during Hall of Fame gathering in Louisville (October, 2002); 3) Retirement party as chair of the department, with Dr. William Wiener, successor chair, and Donald Blasch, predecessor (1986); 4) Presented the Millennium Award at the Rehabilitation Teacher's Conference in Kalamazoo– Nancy Parkin, former student, speaks kind words (July, 1999)

Video

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Video

2002 Induction Ceremony:

Letter from Helen Keller to F. E. Davis

Finis E. Davis was, at the time of this letter's writing, the Superintendent of the American Printing House for the Blind. He later became the Vice President and General Manager at APH.

HELEN KELLER
15 West 18th Street
New York 11, New York

September 14, 1951

Dear Mr. Davis:

It has been said truly that good deeds are angels. There is nothing, I am sure, more precious than the satisfaction of knowing, as you move through life's uncertainties, that you have sent such angels into the future to cheer sad lives or strengthen the brave who refuse to let fate overcome them. That is what gives me the courage to write to you.

As you may know, destiny has placed among the co-workers with blind persons determined to hew a path out of the miseries of isolation and make good their place in society. Constantly I devise means by which help to the blind of America may be enlarged and perpetuated.

That is why during twenty-eight years I have striven to provide the American Foundation for the Blind with an adequate endowment income for its manifold constructive services to more than 250,000 blind people. Unfortunately, owing to unsettled conditions during the past decade, I am still far from my goal but I must not waiver or turn aside from an effort upon whose success depend the hopes, yes, the very lives of uncounted human beings.

With deep emotion I have often learned that people looking towards the Valley of the Shadow remembered the blind in their bequests. Such beneficent acts are angels who keep on working for them, take shape and beauty and ever growing aid to those who tread narrow dark ways.

Perhaps, dear Mr. Davis, in the days to come you may be moved by a wish to sustain some humane endeavor with a legacy-our spirit still living to inspire and bless. It would be wonderful if you should in this way help further the American Foundation for the Blind, whose beacon you have seen penetrating every corner of Darkland and growing brighter each year.

If you should wish to go into this matter, may I suggest that you communicate with or interview one of the Foundation Trustees whose names appear in the enclosed?

Earnestly hoping that your ear may catch my prayer for a group of severely handicapped strugglers towards a fuller life, I am, with all good wishes for your own happiness,

Appreciatively and gratefully yours

Mr. F. E. Davis
American Association of Instructors of the Blind
1839 Frankfort Avenue
Louisville 6, Kentucky

Alan J. Koenig
Inducted 2015

By Cay Holbrook

Alan Koenig (1954-2005) discovered his professional path very early. When he was an undergraduate student in education at Illinois State University he attended a large lecture on special education for students with visual impairments. The guest speaker was Dr. Evelyn Rex and from that moment on he knew that he was meant to support students who were blind or visually impaired. He received his undergraduate degree in this field and moved immediately into his lifelong work. The following is a list of Alan's professional employment. It is clear from a review of Alan's professional trajectory that he moved systematically into positions that allowed him to have greater impact on larger numbers of professionals and families. However, he heart and his commitment remained with the individual students and their families who were the ultimate recipients of his dedicated work.

Dr Koenig's significant positions

- *Professor of Special Education*, Division of Educational Psychology and Leadership, Program in Special Education, College of Education, Texas Tech University, August 1998 to February 2005.
- *Associate Dean for Graduate Education and Research*, College of Education, Texas Tech University; August 1999 to August 2001.
- *Acting Division Chair*, Division of Educational Psychology and Leadership, College of Education, Texas Tech University; August 1998 to August 1999.
- *Associate Professor*, Division of Educational Psychology and Leadership, Program in Special Education, College of Education, Texas Tech University; August 1993 to August 1998. (Coordinator, Program in Special Education, 1993–97)
- *Assistant Professor*, Division of Educational Psychology and Leadership, Program in Special Education, College of Education, Texas Tech University; August 1988 to August 1993.
- *Consultant for Visual Disabilities*, Iowa Department of Education, Des Moines, Iowa, and Iowa Braille and Sight Saving School; September 1986 to August 1988.
- *Liaison Teacher*, Iowa Braille and Sight Saving School, Vinton, Iowa; July 1984 to July 1987.

- *Elementary Teacher of Students with Visual Impairments*, Iowa Braille and Sight Saving School, Vinton, Iowa; August 1981 to May 1982; Summers of 1982, 1983, 1985, 1986.
- *Resource Room Teacher of Students with Visual Impairments*, Kankakee Area Special Education Cooperative, Kankakee, Illinois; August 1979 to May 1981.
- *Itinerant Teacher of Students with Visual Impairments*, Special Education District of Franklin and Jefferson Counties, Mount Vernon, Illinois; December 1976 to May 1979.

The following can be considered Alan's significant contributions

Alan Koenig influenced the way teachers of students with visual impairments (TVIs) view their roles and responsibilities related to literacy instruction. Alan was clear that TVIs are teaching reading and writing when they provide instruction to young children who will read braille or children with low vision who will read print. His insistence on the value of comprehensive, ongoing, consistent instruction provided important arguments for TVIs to maintain manageable caseloads that allow for quality literacy instruction. His work on defining instructional time has been used by professionals and school districts throughout North America to support appropriate instructional decisions.

Alan Koenig revolutionized the way that educational teams approach the decision about whether a student with low vision should begin reading and writing in braille, print, or a combination of braille and print. Prior to Alan's landmark work on Learning Media Assessment (LMA) teachers and parents struggled with the decision of whether to teach a child braille or print. LMA provides a data-driven procedure that supports decisions of educational teams. For the first time, teachers and parents had a systematic guide for gathering pertinent information and using that information to support on-going educational decisions. A consequence of the development of this process was the highlight of braille as an equal media to print. This came at a time (mid-1980s) when braille was seen by some as a "choice of last resort". LMA clearly focused on the importance of considering what was the best decision for each individual child when making decisions. (***Editor's Note:*** Dr. Cay Holbrook was an equal partner in this revolutionary work.)

Alan Koenig was a pioneer in use of various service models for providing personnel preparation and professional development for

teachers of students with visual impairments. Alan created one of the first (possibly the first) on-line braille course using six key QWERTY entry for student class work and homework. He was actively involved in Texas Tech's outreach personnel preparation program and grew the focus of outreach to include this innovative technology for teaching braille. In addition, Alan obtained funding for a large, complex project to develop multimedia resources for teaching the LMA process and extending teachers' understanding of assessment results to planning and implementing instruction. This was an innovative project and resulted in resources that are still widely used today.

Alan receiving the 1997 CEC-DVI Distinguished Service Award from his mentor, Dr. Evelyn Rex.

Honors and Awards

- Alan was recognized by several awards, including the establishment of a scholarship and a research award bearing his name. Below is a list of the award that Alan received.
- Professor Emeritus, 2005, Title of honor posthumously conferred upon Alan J. Koenig by Texas Tech University.

- Establishment of the Alan J. Koenig Endowed Scholarship for special education, 2005, Texas Tech University Foundation.
- Establishment of the Alan J. Koenig Research in Literacy Award, December 2005, Getting in Touch with Literacy Conference.
- Elementary and Secondary Curriculum Tribute for Collaboration, 2005, Association for Education and Rehabilitation of the Blind and Visually Impaired, Division 10.
- C. Warren Bledsoe Award (for Foundations of Education), Association for Education and Rehabilitation of the Blind and Visually Impaired, 2002.
- Reviewer of the Year Award, Journal of Visual Impairment and Blindness, 1999.
- Hall of Fame Inductee, Illinois State University, College of Education, 1997.
- Distinguished Service Award, Division on Visual Impairments, Council for Exceptional Children, 1997.
- Distinguished Service Award in Education, Southwest Region, Association for Education and Rehabilitation of the Blind and Visually Impaired, 1995.
- New Faculty Award, Texas Tech Ex-Students Association, 1991.

“What you say, what you do, who you are, helps others in ways you may never know. Your influence, like your shadow, extends where you may never be.”
Author unknown

It is impossible to adequately describe the impact that Alan Koenig had on the lives of countless professionals and children with visual impairments and their families. Alan was a kind, generous, intelligent man who shared his considerable expertise every day with others in an attempt to help better the lives of children, youth and adults who are blind or visually impaired. His influence continues today and will continue for generations to come.

Alan’s conceptual and holistic view of children and learning guided and shaped my view of teaching in profound ways. He provided fundamental knowledge and wisdom about our shared work in teaching children in ways that were respectful, kind, and always meaningful in the lives of children and

families. He demonstrated authentic leadership with a focused spirit on the human rights and dignity of children with visual impairments to read, write, and think.
Donna McNear

It's difficult for me to calculate the influence that Alan had on me and my career. As a young teacher, I was influenced by his publications and conference presentations which changed the way I thought about reading instruction. When I started at AFB, I was fortunate enough to work with Alan on several projects. He became a trusted colleague, someone I turned to again and again for help and advice. I miss him to this day, and I will always be grateful for his generosity, his leadership, and his friendship.
Frances Mary D'Andrea

I was fortunate to work with and learn from Alan. My life and my work is better because of my collaboration with him. Although I was his closest and most frequently collaborator, I was by no means alone. Alan was a generous colleague and published with 42 co-authors. Each of these people will have a tale to tell about Alan's influence on them! A review of Alan's CV will find that Alan presented well over 150 presentations at conferences and workshops in almost every state in the United States and in many Canadian provinces and other countries. It is difficult to imagine anyone in the field of visual impairment who was not touched by Alan's writing and/or presentations.
Cay Holbrook

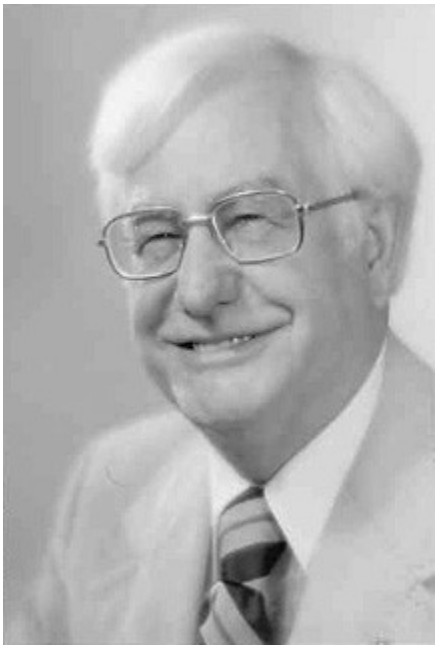
Alan Koenig was the most prolific author in the history of blindness. I can think of no one who has contributed so much very worthy content for the rest of us to profit from. We really miss you, Alan!
Gaylen Kapperman

Video of the 2015 Induction Ceremony

We apologize for the poor audio.

Roy Kumpe
Inducted 2002

By Dean and Naomi Tuttle



Roy Kumpe (1910-1987) was born in Arkansas. After the onset of blindness at the age of eight, he attended the Arkansas School for the Blind. He graduated from the University of Arkansas at Little Rock completing his law degree in 1938.

Soon thereafter, he started a job placement service called Arkansas Employment Services which linked federal vending stand sites with competent operators who were blind. The realization that not enough people were independent enough to be successfully employed kindled his dream to create a training center for people who are blind or visually impaired.

One of the first steps toward the fulfillment of Roy Kumpe’s dream was to persuade a statewide convention of Lions Clubs to sponsor a civilian rehabilitation center and to raise $10,000 for its first quarters. Thus, the first rehabilitation center to open under non-governmental auspices in the country was incorporated in 1947 as Arkansas Enterprises for the Blind. AEB shared honors with a rehabilitation program in the district of Columbia in pioneering effective vending stand programs under the Randolph-Sheppard Act. The center pioneered in many other areas, receiving training grants through the Social and Rehabilitation Services Administration for developing the optical aids clinic, for training blind persons as taxpayer service representatives, for testing the effectiveness and use of newly developed ultrasonic binaural sensors, and for new methods of training blind computer programmers.

He established the International Services for the Blind in 1971 and subsequently served as consultant to governmental agencies for the blind in El Salvador, Columbia, Uruguay and Bolivia. To reflect this world wide scope, the name officially changed to Lions World Services for the Blind in 1989. Since the early beginnings in 1947, LWSB has served more than 10,000 individuals from 50 states and 54 countries. Under Roy Kumpe’s quiet yet persuasive leadership and with that indomitable pioneer spirit, the agency grew into one of the most comprehensive rehabilitation centers in the world, offering a complete personal adjustment program, 13 vocational courses, a vision rehabilitation clinic, an assistive technology laboratory, and a college preparatory program. He was a tireless advocate for specialized training programs and separate agencies for the blind.

Roy Kumpe was active in AAWB, serving as its president from 1951-1953. He served on the board of trustees of AFB in the mid 50’s. In 1972 he was the founder-president of the National Council of Rehabilitation Centers for the Blind. He was the recipient of many honors and awards: an appointment by President Truman to the President’s Committee on Employment of the Handicapped in 1949; the Merit Citation from the National Rehabilitation Association in 1962; the Migel Medal from AFB in 1970; and was appointed Ambassador of Goodwill by the President of Lions International in 1974. He received an honorary doctorate of law degree from the University of Arkansas in 1972.

Photos: 1) Roy Kumpe, founder, Lions World Services for the Blind, 1909 – 1987; 2) Roy Kumpe stands with the historic Lion statue that guards the Lions World Services for the Blind (LWSB) campus at the corner of 28th Street and Fair Park Blvd. in Little Rock, Arkansas. The statue was a gift to the Center. (LWSB was formerly Arkansas Enterprises for the Blind.); 3) President Dwight D. Eisenhower is shown with Roy Kumpe, who was serving as president of the American Association of Workers for the Blind, in the White House Rose Garden. (1953); 4) During Foundation Day, 1952, at the American Foundation for the Blind, Roy Kumpe, Daisy Rogers, Helen Keller and Polly Thompson presented the Migel Medal to T.J. Watson, Sr., president of IBM.

Videos

2002 Induction Ceremony:

Berthold Lowenfeld
Inducted 2002

By Dean and Naomi Tuttle

Berthold Lowenfeld (1901-1994) was born in Linz, Austria. He graduated from the University of Vienna in 1927 with a Ph.D. in Psychology. In 1922, while still a student, he began teaching at the Jewish School for the Blind, Hohe Warte, in Vienna where he worked until 1930, when he was awarded a Rockefeller Fellowship to study the education of blind children in the United States. Prior to leaving for the U.S., he married his beloved Greta, and they often referred to their year abroad as their "honeymoon."

In 1938, the Lowenfelds move permanently to the United States with Kathryn Maxfield, an educator working for the American Foundation for the Blind, as their sponsor. They settled in New York, and soon both the Lowenfelds were working part-time for the New York Institute for the Education of the Blind, a residential school in the Bronx.

Shortly thereafter, Robert Irwin, the Director of the American Foundation for the Blind (AFB), offered Berthold Lowenfeld a research position in order to study the feasibility of "talking books" for the blind. Subsequently, he became the Director of Research for AFB, a position he held from 1939 until 1949. His research into talking books, needs of preschool blind children, and the attributes of local day school programs for blind children were among his most profound and lasting contributions during this time. From 1944 until 1949, he was also teaching university courses in education of blind children for Teacher’s College, Columbia University. In 1948 he served as president of the National Braille Club.

From 1949 until his retirement in 1964, Berthold Lowenfeld served as the Superintendent of the California School for the Blind. He made a deep and lasting impression on the characteristics and responsibilities of schools for the blind which is still very evident today. He also became the most vocal and persistent advocate for blind children having the opportunity to attend their local schools. He never viewed his role with a school for the blind and his advocacy for local school placements as being contradictory. Rather, he

constantly reminded his colleagues that if they assessed children well, determined the environment in which they would best learn, and provided the appropriate resources, local schools and residential schools would both flourish.

Berthold Lowenfeld's contributions to the literature on blindness are known and deeply respected throughout the world. Two of his books, *Our Blind Children*, and *The Changing Status of the Blind*, are classics in the field and timeless in relevance. This exceptional writer has additionally given us three other books, over 100 articles, numerous book chapters, and many other documents. At the 1992 AER International Conference, he was the recipient of the distinguished C. Warren Bledsoe Award to recognize a lifetime achievement of outstanding contribution to the blindness professional literature.

Videos

2002 Induction Ceremony:

A Special Interview with Abel, Taylor, and Lowenfeld. Hosted by Susan Spungin, 1987:

Download A Special Interview with Abel, Taylor, and Lowenfeld video

Dedication of the Berthold Lowenfeld Redwood Grove. University of California, 1985:

Download Dedication of the Berthold Lowenfeld Redwood Grove video

Berthold Lowenfeld: A Personal History. Interviewed by Pete Wurzburger and Phil Hatlen, 1988:

Download Berthold Lowenfeld: A Personal History video

Berthold Lowenfeld Library Dedication. San Francisco State University, 1985:

Download Berthold Lowenfeld Library Dedication video

The Changing Status of the Blind, a lecture by Berthold Lowenfeld. Introduction by Sally Mangold, 1986:

Download The Changing Status of the Blind video

An Historical Discussion, with Georgie Lee Abel, Nancy Akeson, Kathern Gruber, and Berthold Lowenfeld. Moderated by Phil Hatlen, mid 1970s:

Download An Historical Discussion video

Dedication of the Helen Keller Hall University of California, Berkeley, 1987:

Download Dedication of the Helen Keller Hall video

Ann MacCuspie
Inducted 2020

By Pam Rannelli

Dr. Ann MacCuspie began her career as a teacher at the Halifax School for the Blind where she became acutely aware of the special needs of children with visual impairments, eventually becoming the director of Programs and Services for Students who are Blind or Visually Impaired at the Atlantic Provinces Special Education Authority (APSEA).

Dr. MacCuspie’s research agenda focused on the social interaction of children with visual impairments and their need for and success in establishing friendships. Her groundbreaking book “Promoting acceptance of children with disabilities: From tolerance to inclusion” is widely cited and has been used as a text in many university classes preparing educators to work with children who are visually impaired.

Recognizing the importance of professional qualifications and standards, Ann assumed primary responsibility for organizing and directing the preparation program at Mount Saint Vincent University and taught courses at The University of British Columbia.

Dr. MacCuspie has received many awards and honors for her work. In 2008 she received the prestigious “Order of Canada” award, the highest award for civilians in Canada recognizing outstanding contributions to the nation.

Dr. Ann MacCuspie is dedicated to the inclusion of all. Her ground-breaking research of inclusion of children who are blind or visually impaired in regular classrooms was a game changer.

Sally Mangold
Inducted 2008

By Dean and Naomi Tuttle

Sally Mangold (1935- 2005) was born and began school in Walnut, IL. After her parents moved to California she attended the California School for the Blind and finished high school in the cooperative Oakland program. She completed her undergraduate work in education and earned her master's degree in special education from San Francisco State College in 1956 and a year later, married a fellow grad student, Phil Mangold. In 1977 she completed her Ph.D. from a joint Special education doctoral program between San Francisco State University and the University of California, Berkeley.

Sally and her husband developed an outstanding resource program for visually impaired students in the public schools of Castro Valley, California, that served as a model for others. She was gifted with what has been describes as a pragmatic approach to instruction especially her techniques in teaching Braille reading. After eighteen years in Castro Valley, she was invited to join the faculty at San Francisco State University.

While a professor at San Francisco State University from 1977 to 1995 she was a pioneer in the Distance Education Program, an innovative model for preparation of teachers of the visually impaired. Throughout her life Sally had a passion for Braille Literacy. In 1973 she developed the "Mangold Developmental Program of Tactile Perception and Braille Letter Recognition," a tool widely used to teach tracking and beginning Braille which has been translated into seven languages.

Together with her husband, Phil, in 1974 she founded Exceptional Teaching Aids, a company which promoted and sold products for visually impaired students and their teachers. Some of the products they sold were designed and developed by them and others were included when, sensing a need, they found products to meet that need. The company has grown so much that it now offers over 500 products for the visually impaired and children with other special needs.

In 1997 Sally was awarded a National Science Foundation grant that enabled her to develop the Speech Assisted Learning (SAL) System, a portable, interactive, computer-based Braille tutor which enabled many blind teens and adults to teach themselves Braille. Her dream of opening doors for Braille learners who wanted to explore the fields of science, math and engineering motivated the emergence of SAL2. Her 45 books, articles, videos and technological innovations raised national and international awareness of the importance of Braille literacy.

Dr. Mangold was an effective communicator and popular speaker, her last was to keynote the APH 2004 Annual Meeting. Among her many honors and awards are the AER Josephine L. Taylor Leadership Award in 1996, the Holbrook-Humphries Literacy Award in 2001, AFB’s Miguel Medal in 2003 and APH’s Creative Use of Braille Award in 2003. Sally has been described as having grace and humor, with an upbeat, positive, energetic genuine love of

people. She was a creative, energetic teacher who had high standards for her students and she never ran out of ideas of ways to help struggling students. Her frequent advice was "listen to your students, ask them what it is they want to learn."

Photos: Phil Hatlen, Phil Mangold, Sally Mangold, and Fred Sinclair; Pete Wurzburger, Phil Hatlen, and Sally Mangold.

- Phil Hatlen recalls Sally Mangold
- Susan Spungin's introductory remarks from Sally Mangold's Induction to the Hall of Fame, 10/03/2008
- Tribute to Sally Mangold at SFSU website

Video and Photos

2008 Induction Ceremony:

Sally Mangold's Keynote Address, APH Annual Meeting 2004:

The Changing Status of the Blind, a lecture by Berthold Lowenfeld. Introduction by Sally Mangold, 1986:

Download this video

Durward K. McDaniel
Inducted 2002

By Dean and Naomi Tuttle

Durward McDaniel (1915-1994) was born in Oklahoma and lost his sight at the age of 14 as the result of an oil field accident. He attended the Oklahoma School for the Blind, the University of Oklahoma and its law school. He opened a law office in Oklahoma City and qualified to practice before the Supreme Court. He was married to Aileen and they had one daughter. In 1949 he co-founded the Oklahoma League for the Blind and served as president of the Oklahoma Council of the Blind from 1947 to 1950.

Durwood McDaniel has been credited with being one of the primary forces in the movement to found the American Council of the Blind. Notwithstanding

the status of a fledgling organization with limited resources, he persuaded ACB's National Board to create the office of a national representative to provide a presence on Capitol Hill. He served as its first national representative in Washington (occasionally without a full pay check) from 1968 to 1981 and at one time as its vice president. In 1969 the first special interest affiliates were formed, and ACB was off and running. For a time he was editor of *The Braille Forum*. Recognizing the commonality of problems of blind people with other minorities, he sought for and obtained admission of the American Council of the Blind into the Leadership Conference on Civil Rights.

Durward McDaniel believed that through skillful influence on state and federal legislative processes, hard work in state and federal governmental regulatory processes, and fervent advocacy at local, state and national levels, the quality of life for all blind persons could be improved. He was an expert on the Randolph-Sheppard vending program and starting in 1981 served as legal counsel for RSVA, an affiliate of ACB. He chaired the Affiliated Leadership League of and for the Blind of America and was a founding member of the American Coalition of Citizens with Disabilities. He was one of the leading exponents of the provision in the Wagner-O'Day Act mandating the 75/25 percent ration of blind to sighted workers in workshops. He worked diligently for the Fully Insured Rule of Title II of the Social Security Act which qualified blind persons for benefits. He was well versed in and an effective shaper of legislation that affected blind Americans.

In 1991 Durward McDaniel received the Migel Medal for outstanding services to the blind from the American Foundation for the Blind. In 1993 he was honored with the Distinguished Service Award of the President of the United States. He was especially passionate about and dedicated to the betterment of the lives of average or small-town blind Americans. He was a man of ideas, a man of action, and a man of tireless energy. Few names are better known among the blind in this country than that of Durward McDaniel. He was known for his self-sacrificial deeds, his unwavering principles, and his deep concern for his fellow blind.

Videos

2002 Induction Ceremony:

Moses Charles (M.C.) Migel
Inducted 2010

By Dean and Naomi Tuttle

Moses Charles (M.C.) Migel (1866-1958) was born in Houston, Texas and among other places, the family lived in Panama, Peru and Chile. As a young man he became the breadwinner for his widowed mother and five siblings as a "silk traveler" selling fabric and ribbons to dry goods stores. After moving to New York City he started his own silk manufacturing company in 1895, specializing in high quality, expensive dress silks and spun silk novelty fabrics. In 1906 he married Elisa whom he met while in Chile and they had three children. By 1912 through hard work, good judgment, common sense and an entrepreneurial spirit he had amassed considerable personal fortune which allowed him to leave the management of the silk business to others and devote his life to philanthropic interests.

During WWI he served as president of the Allied Silk Trading Corp, formed in order to obtain silk used in cartridge bags for cannon powder. The experience

of working with the American Red Cross with the rank of Major exposed Migel to veterans who had lost their sight in combat. He became a tireless advocate for people who were blind or visually impaired and his organizational skills were evident over his lifetime through numerous contributions to the blindness community.

M.C. Migel with actor Leslie Howard and family

Migel’s greatest contribution occurred in 1921 when he assisted in the establishment of the American Foundation for the Blind and served as its first President. He later joined AFB with other organizations to form the American Foundation for Overseas Blind, now known as the Helen Keller International and became its first President and chair of its Board of Trustees.

After he became aware of the "war of the dots," in 1923 he was appointed head of the Commission on Uniform Type for the Blind, giving major financial support and serving as an officer. In 1931 he cosponsored the World Conference on Work for the Blind which eventually became the World Blind Union and was named its first Vice President. With the assistance of AFB and Helen Keller, he was influential in the passage of the Pratt-Smoot Act (1931) and helped to establish AFB’s Talking Book Program in 1933.

Famed attorney William Nelson Cromwell, Helen Keller, and M.C. Migel

In the mid 1930s he recognized the need for stable employment for visually impaired persons. This led to important legislation in the Wagner-O'Day Act and the forming of the National Industries for the Blind in 1938. Migel chaired the NIB board during its formative years, 1938-1943.

Migel was made a Chevalier of the French Legion of Honor for his work in France during World War I. AFB's prestigious Migel Medal was established in 1937 to honor outstanding professionals and volunteers in the blindness field and he received the American Association of Workers for the Blind's Shotwell award in 1941. In 1963 AFB's library was named the M.C. Migel Memorial Library and it has become one of the most important research collections on the non-medical aspects of blindness and visual impairment in the world. With the support of AFB, the library moved to the American Printing House for the Blind in 2009.

Migel was a pioneer in his day, advocating for the blind and visually impaired during a time when they were ignored. He was described by Lynch of NIB as "the single most influential person in the early part of the 20th Century to foster opportunities for people with severe visual disabilities." His vision, determination and generosity have left a legacy that continues to live today.

Photos of M.C. Migel Courtesy of AFB

Photos & Video

2010 Induction Ceremony:

Abraham Nemeth
Inducted 2005

By Dean and Naomi Tuttle

Abraham Nemeth (1918-2013) was born in New York City and attended regular public school as a totally blind child. He majored in psychology at Brooklyn College and received a master's degree from Columbia University, also in psychology. In spite of his continuing and growing interest in mathematics he was counseled to pursue the field of psychology. While looking for a job as a psychologist, he took evening courses in math and physics at Brooklyn College and later at Columbia University.

His determination to pursue his love of math and science despite the lack of Braille materials in these fields led in 1952 to the creation of what is now known as the Nemeth Code for Mathematics and Science Notation. This unique and revolutionary idea became the official code in the United States, and later Canada and New Zealand. This was a landmark step in the opportunity for blind students to engage in scientific studies. He also

developed MathSpeak which is a standard system of reading mathematical formulas out loud.

In 1955 he joined the faculty of the department of mathematics at the University of Detroit, where he served thirty years. He was known for the innovative way he devised to convey mathematical concepts. During this time he also inaugurated the graduate department in computer sciences. He received a PhD in mathematics from Wayne State University. When asked what it takes to be successful in our field he responded, "to expect from a blind child what you expect from a sighted child."

Dr. Nemeth was a man of vision and action, intellectual brilliance and insightful wit. The Nemeth Code is recognized as an indispensable tool for instruction in mathematics and science. In 1972 and 1976 he and his wife

were invited by the Soviet Union to come to Moscow and tell about the Nemeth Code and how a blind person can access the computer screen.

After retiring from the University of Detroit he worked on a program to convert a computer with a speech synthesizer into a talking scientific calculator. He also spent his time proofreading parts of the Bible and prayer books in Hebrew.

He was the chairman of the Michigan Commission for the Blind from 1991until 1993. In 1999 he received the Migel Medal, awarded by the American Foundation for the blind. In 2001 he received the Creative Use of Braille Award from the American Printing House for the Blind. The Division of Visual Impairments of the Council for Exceptional Children awarded him the Exemplary Advocate Award.

More about Abe Nemeth:

- Abraham Nemeth's obituary in the *New York Times*, October 6, 2013
- He made 2 + 2 = 4; Article by Richard Marsh originally appeared in *Coronet*, July, 1958
- Role Models: Abraham Nemeth; Article originally appeared in *Exceptional Parent*, September, 1994.

Video and Photos

2005 Induction Ceremony:

Special Guest
Abraham
Nemeth
HALL of FAME
ABRAHAM NEMETH
1918
INDUCTED 2005

Special Guest
Stanley
Bekritsky
Special Guest
Abraham
Nemeth
Southfield, MI
Special Guest
Dianne
Bekritsky

Special Guest
Gary
Emanuel
Special Guest
Abraham
Nemeth
Southfield, MI
Dianne
Bekritsky

Arnall Patz, MD
Inducted 2006

By Dean and Naomi Tuttle

Dr. Arnall Patz (1920-2010) was born in rural Georgia. After completing his undergraduate degree at Emory University, he graduated from Emory School of Medicine in Atlanta in 1945. He and his wife, Ellen, had five children and eight grandchildren.

After World War II he served at the Walter Reed Army Medical Center and trained at D.C. General Hospital. It was there, beginning in 1950 that Dr. Patz noticed an association between incubators and retinopathy of prematurity (known then as retrolental fibroplasia), a leading cause of infant blindness. In one of the first clinical trials in all of medicine he followed premature babies who were routinely given high concentrations of oxygen and others who were given lower doses. Rebuffed by a funding agency, which thought the proposal unscientific and possibly dangerous, he conducted the clinical trial without federal funding. For this discovery and the subsequent saving of vision in thousands of premature infants he was given the Albert Lasker Medical Research Award, one of the most prestigious honors in American medicine. Helen Keller presented him with the award in 1956.

In 1970 he joined the full time faculty as Johns Hopkins and founded the Retinal Vascular Center, which pioneered in the management and treatment of diabetic retinopathy. During this time he made important discoveries about diseases caused by abnormal growth of blood vessels in the eye and helped to develop one of the first argon lasers for treating diabetic retinopathy and age-related macular degeneration. In 1979 he became the Director of the Wilmer Eye Institute and as Director he enlarged the clinical and research facilities and programs in his typical visionary fashion. His colleagues at Hopkins praise him for serving as mentor for more than five decades to scores of today’s leading eye specialists.

He has been referred to by one of his colleagues as "one of the greatest ophthalmologists of the 20th century." He holds honorary degrees from the University of Pennsylvania, Emory University, Thomas Jefferson University and Johns Hopkins University.

A past president of the American Academy of Ophthalmology, Dr. Patz was the author of more than 250 scientific publications and four textbooks. He

has received many distinguished awards including the Friedenwald Research Award in 1980, the inaugural Isaac C. Michaelson Medal in 1986, the first Helen Keller prize for Vision Research in 1994, the Pisart International Vision Award from the Lighthouse International in 2001, and the Presidential Medal of Freedom, the nation's highest civilian honor, in 2004. In 2005 he received the Lions Humanitarian Award, the Lester S. Levy Humanitarian Award, and the Laureate Recognition Award from The American Academy of Ophthalmology.

Photos: 1956, Helen Keller presents the prestigious Albert Lasker Medical Research Award to Drs. Arnall Patz (right) and Everett Kinsey. Kinsey is the biochemist who organized a larger study that confirmed Patz's RLF oxygen findings; Dr. Arnall Patz; Arnall and Ellen Patz seated in front of a fireplace at the White House

Audio

- Oral History: Dr Patz recounts the ROP Trials

Video

2006 Induction Ceremony:

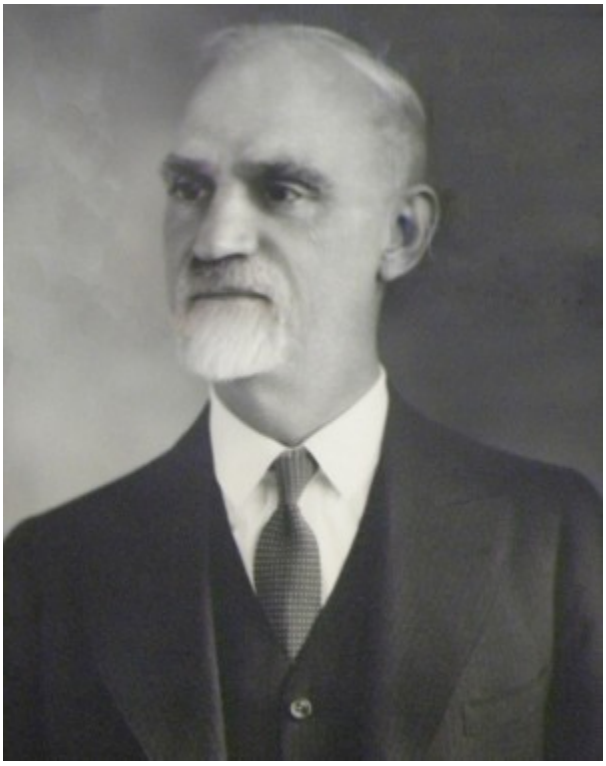
Obituaries

- Obituary, *Baltimore Sun*
- Obituary, *New York Times*
- Obituary, *Washington Post*

Newel Perry
Inducted 2014

By Stuart Wittenstein

Newel Perry: Mentor and Godfather of the Organized Blind Movement



Dr. Newel Perry, "our beloved leader of the blind in California" (Lowenfeld, 1956), is considered to be the father of the modern civil rights movement of the blind, more often called the consumer movement or the organized blind. According to Matson (1990), Perry "presided as mentor and godfather to the [organized blind] movement." (pp. 261-262). Dr. Marc Maurer, in his letter supporting his Hall of Fame nomination, calls Dr. Perry, "the one person who most directly set the stage for the blind of this country to collectively assert their civil and consumer rights."

Newel Perry (1873-1961) was born on a farm in Dixon, California on December 24, 1873. His family moved to a farm in Shasta County near Redding in 1876. He was educated in a one room school house, with students ranging in age from six to twenty until he lost his vision due, as he recalled, to "a severe attack of poison oak." After that he was not sent to school until 1883 when his father died and Perry, not yet 10, was sent to school and to live at the California School for the Blind in Berkeley.

Perry was observed to have remarkable mental mathematics skills and ambitions to attend higher education and learn a profession. The school’s administration decided to experiment by having him attend Berkeley High School and in 1892 he became the first blind graduate of that school. He then became the first blind person to attend and graduate from the University of California at Berkeley (1896). He worked his way through the

university by tutoring fellow students in mathematics. Following graduation, he received an appointment as a full time instructor in mathematics at UC, and was a summer instructor at the University of Chicago.

In 1898 he founded and became first president of the California School for the Blind Alumni Association of Self-Supporting Blind which became a model and pre-cursor of other organizations of and for blind persons. His stated purpose was "to escape defeatism and to achieve normal membership in society."

At the turn of the century he traveled extensively in Europe, making use of the German language classes he had attended at UC and earning a living by teaching the English language to Swiss and German citizens. He then attended the University of Munich and earned a Ph.D. in Mathematics (1902).

Returning to the U.S., he found tutoring work at New York University and Columbia University and undertook a challenging legislative effort. Dr. Perry believed that education was the best path for blind persons to attain employment and upward mobility and he successfully lobbied the NY state legislature and Governor Charles Evans Hughes to sign into law a bill appropriating reader funds for blind college students—the first such bill in the United States (1906). He had to overcome competition for funds from others wanting to serve the blind individuals by expanding sheltered workshop opportunities.

Dr. Perry returned to California in 1912 to teach at CSB and became Director of Advanced Studies until his retirement in 1947. During that time he replicated the NY readers for blind college students bill in California (1913) authored and led the drive to amend California’s state constitution with an amendment known as "California’s Legal Aid to the Blind Laws" (1928); and founded and became first president of of the California Council of the Blind (1934-1953).

He is best known for having mentored at CSB "Perry’s Boys (and Girls)," a group of talented blind young men and women who would, with Perry’s assistance, begin the organized blind movement of advocacy and civil rights. Among Perry’s Boys was Jacobus tenBroek who would later become the first president of the National Federation of the Blind (1940).

At Perry’s memorial in 1961, tenBroek observed, "More than any other person, it was he [Perry] who taught us that the blind can and must lead the blind and the sighted, too, when dealing with the problems of the blind. More than any other person, it was he who made us aware that to go on unorganized was to remain disorganized, that only through concerted action can the blind hope to convert and enlist the power of government and to defeat the thoughtless tyranny of public prejudice and opportune ignorance."

From Lynne Laird, past president of the CSB alumni association, and a retired CSB faculty member, "At the time of his retirement, seventy-eight of his students had been graduated from colleges and universities and had succeeded in a wide variety of vocations and professions. His former students began to turn up all over the State and in other parts of the country as successful lawyers, business people, civil servants, farmers, judges, employment specialists, social workers, legislators, salesmen, osteopaths, chiropractors, and as jobholders of various descriptions and in an extending array of different occupations. All of this occurred at a time when the blind were considered among the unemployable."

Dr. Perry received AERBVI’s Ambrose M. Shotwell Award in 1948 and was recognized and inducted by the California Council of the Blind, when CCB established their Hall of Fame in 1996.

"He [Perry] was responsible for the notion that it is up to the blind to speak for themselves." (Maurer, 2012)

Media

- Photos
- Video (YouTube)
- 2014 Induction Ceremony

Alice Geisler Raftary
Inducted 2002

By Dean and Naomi Tuttle

Alice Raftary (1927-2014) was born in Detroit, Michigan. She earned a Bachelor of Science Degree in Nutrition and Institutional Management from Marygrove College in 1949. She and Raymond H. Raftary were married in 1950 and over the next eleven years were blessed with the birth of four daughters and four sons. Ray and Alice celebrated their fiftieth anniversary in April 2000 with their family that now includes seventeen grandchildren.

Shortly before the birth of her eighth child, the macular degeneration that Alice first experienced in high school caused a substantial loss of vision and she became legally blind. That event rekindled her interest from college days in the field of blindness. While still a full time homemaker, she returned to Marygrove College on a complete grant from the Vocational Rehabilitation Department of the State of Michigan. Alice earned a Master of Education Degree specializing in Blindness and Rehabilitation in 1967.

Her Post-Master’s work included a Traineeship in work with the Deaf-Blind at the Anne Sullivan Macy Service, Industrial Home for the Blind (New York, NY 1968) and course work in Ophthalmology and Counseling at Wayne State University (Detroit, MI 1972) Alice’s career as a rehabilitation teacher at the Greater Detroit Society for the Blind (Upshaw Institute for the Blind) began in 1968. (Now known as the Greater Detroit Agency for the Blind and Visually Impaired.) This followed professional positions at St. Joseph Mercy Hospital, Ann Arbor, MI; Mercy College, Mount Carmel School of Nursing, Detroit, MI; and The Rehabilitation Institute, Inc. Detroit, MI.

Alice served in a number of capacities while at the Upshaw Institute: Rehabilitation Teacher, Supervisor of Teaching and Personal Adjustment Training, Coordinator of Rehabilitation and Social Services, and lastly, Associate Director. She also authored a number of publications. and scripted and produced audio-visuals. The audio filmstrip, "Valentines for Grandpa Raub" won a Creative Excellence Award at the International Industrial Film Festival in 1980. Her article, "Assessment of Rehabilitation Students During Initial Contact with the Teacher" published in *The Journal of Visual Impairment and Blindness* (November, 1977), continues to be used as a model in university rehabilitation teacher programs. "Modification of Insulin Techniques for the Visually Impaired or Blind", an eight page pamphlet published by the greater Detroit Society for the Blind, 1974 (Revised 1976) was reprinted in *Aids and Appliances Review* (June, 1982), Diabetes News, and Ophthalmological Nursing, Little, Brown & Company, 1980.

Throughout her career Alice Raftary was in demand as a conference and workshop presenter on the topics of working with the deaf-blind population, insulin management, psycho-social aspects of blindness, funding sources, initial client assessment, aging and blindness, to name a few. She was active in a number of professional organizations including: American Diabetes Association; Association for Diabetes Educators; board member for "Readings for the Blind"; life member of the Association for Education and Rehabilitation of the Blind and Visually Impaired (AER); Chair, AER Division XI (1979-80); Midwest Regional Representative on the AER National Executive Committee (1982-83); past president and board member of MACRT, the Mid-America Conference of Rehabilitation Teachers, and Editor of the MACRT Newsletter.

Alice was the distinguished recipient of several awards. In 1982, the American Association of Workers for the Blind honored her with the "Bruce McKenzie Award" for dedication to the field of rehabilitation. The Michigan Chapter of AER named her "Member of the Year" in 1991. She received the Charlyn Allen Award from MACRT in 1992 for outstanding achievement, dedication and leadership in the field of rehabilitation teaching.

Alice Raftary’s outlook on her career in the blindness field was best summed up in her own words:
"It’s exciting to participate in the restoration of life styles. Helping people to progress from hopelessness to confidence and competence is a thrill and a joy."

Photo Captions: 1) Alice Raftary in 1943; 2) The Raftary Family circa 1970; 3) The Raftary Family in 2000; 4) January 17, 1973. Blind and deaf Willie Stark has a jovial conversation-by touch-with Mrs. Alice Raftary, a teacher for the Greater Detroit Society for the Blind. Photo and caption courtesy of the Detroit News, photo by Theodore J. Gladwell; 5) Alice Raftary receiving the Bruce McKenzie Award; 6) 1993. Alice Raftary getting Geraldine Lawhorn to autograph her autobiography; 7) Hall of Fame member Alice Raftary (MI) poses with Jane Thompson, APH’s Director of the Accessible Textbook Department, during the Thursday night reception.

Alice Raftary interviewed by Michael Bina, January 2014

Alice Raftary eulogized by her daughter, Mary Raftary.

Video

2002 Induction Ceremony:

Louis H. Rives, Jr.
Inducted 2002

By Dean and Naomi Tuttle

Lou Rives (1919-1986) was born in Virginia and lost his sight at the age of two. He was brought up by his aunt in Norfolk where he attended the public schools. He received his baccalaureate and law degrees from the College of William and Mary. He and his wife Marcie moved to Arizona where he lived until his death in September of 1986.

In 1944 he became a member of the legal staff of the former Federal Security Agency for three years. He then transferred to the Vocational Rehabilitation Administration (VRA) where he held a variety of positions. While serving for a short time in the Dallas regional office, he demonstrated that the government could provide guidance to both public and private not-

for-profit rehabilitation programs. He returned to Washington, DC to ultimately become VRA's Chief of the Division of Services for the Blind. Mary Switzer, VRA administrator, brought Lou Rives into the national office because he was a proponent for change and believed that progress for blind persons could only come from cooperative efforts between the state agencies, private not-for-profit agencies and the Veterans Administration. Since he was committed to the premise that blind people deserved the highest caliber of service from well trained professionals, he was a strong advocate for allocating federal funds to support the training of mobility specialists. During the period 1963 to 1971, federal rehabilitation services funded 30 training and demonstration programs concerned with blindness, a tribute to the influence of Lou Rives.

In 1964, he became the chief of planning for all of VRA, which is known today as the Rehabilitation Services Administration. He went from the VRA to the Office of Civil Rights as chief of the Social Welfare and Related Programs Division and assistant director for State Agency Compliance. In this capacity he was committed to being a part of the process of implementing policies to end discrimination under the Civil Rights Act. Upon retirement from federal service, Lou became the Director of the Arkansas Division of Services for the Blind.

Lou Rives was a robust man with a commanding presence. He had a great sense of humor and an uncanny ability to be the life of any party. Yet, on the serious side, he provided wise counsel to all who would ask, and provided consistently sound assistance and encouragement to those who needed it. He was admired and respected by all who knew him.

Lou Rives served as international AAWB President in the mid 60's and guided the organization to start chapters. He served as a member of the Board of Directors of the American Foundation for the Blind. He received numerous awards including the Distinguished Service Award from the Department of HEW. In 1969 he was presented the Ambrose M. Shotwell Award for outstanding professional service to persons who are blind. During his retirement, he served as an influential member of the Board of Directors of the Arizona Foundation for Blind Children.

Photo: Louis Rives presents Alfred Allen Award to C. Warren Bledsoe, 1977.

Videos

2002 Induction Ceremony:

Louis H. Rives, Jr.
Inducted 2002

By Dean and Naomi Tuttle

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Photo: Louis Rives presents Alfred Allen Award to C. Warren Bledsoe, 1977.

Videos

2002 Induction Ceremony:

Sally Rogow
Inducted 2011

By Dean and Naomi Tuttle

Sally Rogow (1930-2012) was born in Brooklyn, NY where her father was an optometrist. Her younger brother, Aaron, became a lawyer with a specialty in medical malpractice. Sally attended Brooklyn College, and completed her undergraduate degree at the University of Wisconsin in 1951 where she met her husband, Robert Rogow. They had two daughters and four grandchildren and before his death they celebrated 48 years of marriage. She completed her first MA in anthropology at Columbia University (studying with Margaret

Mead) in 1953. The family moved to Michigan where Sally completed another MA in Education.

From 1964 to 1966 she taught early childhood education at the Michigan School for the Blind where Stevie Wonder was among the students. She taught at Simon Fraser University from 1966 until 1971. She later finished her doctorate in Special Education at the University of British Columbia where she established and directed the teacher training program for the visually impaired and multi-handicapped from 1971 until her retirement in 1995. She was described as an innovative, determined, compassionate and an exemplary leader in the field with high standards. Her dedication to the many students she taught is evident as each one became an honorary member of the family and was welcomed frequently into the Rogow home.

Dr. Rogow provided frequent consultations with school districts and parent organizations regarding sensory impaired children and shared her findings in numerous books, articles, stories and presentations. Her pioneer studies have significantly expanded understanding of language development and literacy in children with disabilities. In her research Dr. Rogow discovered incidences of abuse and neglect of children with disabilities throughout the world, and especially in Germany under Hitler, which propelled her into the disability rights movement. Following her retirement from UBC she became the project director of *The Person Within*, a program designed to help prevent abuse and neglect of children with disabilities.

In 2009, Rogow received the Canadian Vision Teachers award for longstanding and distinctive service in the field of visual impairments. In that same year Jewish Women International recognized her for her advocacy and leadership in the field. Sally has many interests, writing being primary among them. She has written a number of children’s books and stories, books for teens and young adults. Her strong advocacy of children with multiple disabilities, her championing the cause of the most vulnerable and marginalized, are reflected in her books *Language, Literacy and Children with Special Needs* (1997) and *Helping the Visually Impaired Child with Developmental Problems* (1988). Her many other professional publications include books and articles on language development, literacy, learning games, and visual perception.

Sally was a mentor to many teachers in the field of visual impairment and blindness in British Columbia and throughout Canada and the United States, challenging and equipping them to work with students. Through her example she set high standards for graduate students and the children they serve. Her ability to see the positive side of all personalities made her a very special encourager and motivator to all who knew her.

Photos

2011 Induction Ceremony Photos

Videos and Photos

2011 Induction Ceremony:

Sally Rogow Remarks:

Peter J. Salmon
Inducted 2002

By Dean and Naomi Tuttle

Peter Salmon (1895-1981) was born in Hudson, Massachusetts. He was educated at the Perkins School for the Blind as a "partially seeing" student. After completing two years of post-graduate work, specializing in teaching the deaf-blind, he joined the staff of the New York Association for the Blind.

In 1917, Peter Salmon took a position with the Industrial Home for the Blind as a salesman and subsequently served in a number of posts until he was appointed executive director in 1945. IHB of Brooklyn became Peter Salmon’s own unique creation as he built it into the most complete voluntary agency service program for the blind in America. Two outstanding service achievements stood out: the first, a break-through in IHB’s program for the partially seeing in the form of a workable optical aids program, which brought ophthalmologist and optometrist together; the second was a program for deaf-blind adults. He had begun to show the way in which a private agency such as his could make use of government resources without losing its own identity.

Peter Salmon had a talent for dealing with seemingly irreconcilable forces, a talent which was appreciated and respected by his colleagues. Newly available through the 1954 amendments to the Vocational Rehabilitation Act was a national program of research in rehabilitation of the handicapped and the National Advisory Council had just come into existence. Peter Salmon was the closest thing to everybody’s choice to represent the interests of the blind in this program, and he was to use this opportunity to bring into focus

the awesome problems of the deaf-blind. He united with Helen Keller to do something for deaf-blind people and was probably the last of the notable allies of her active career, and one whom she perhaps prized the most because he was willing to take on the cause of people with multiple disabilities.

In 1966 he resigned from his position as Executive Director, assuming the title of administrative vice president and he continued to play a strong advocacy role at the national, state, and local levels. Though officially retired, his greatest achievement was yet to come, for Peter Salmon went on to found the Helen Keller National Center for Deaf-Blind Youths and Adults at Sands Point, NY in 1976.

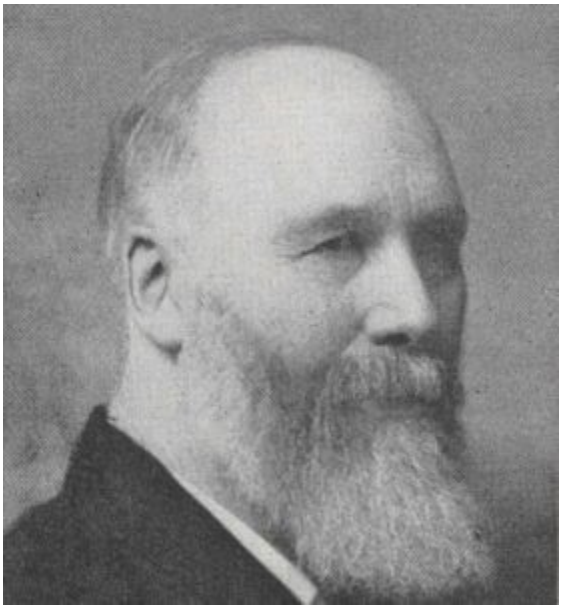
During his long life, Peter Salmon developed an impressive list of accomplishments. He was responsible for establishing the first social services department to counsel blind people. He also started the first vocational placement service in 1929 and inaugurated programs that placed blind children in public school classes with sighted children. He helped found National Industries for the Blind, was a past president of the American Association of Workers for the Blind, a trustee of the American Foundation for the Blind and of the Helen Keller International. The recipient of numerous awards, including AFB's Migel Medal and AAWB's Ambrose M. Shotwell Awards, Peter Salmon was also the recipient of an honorary Doctor of Laws by Gallaudet College.

Photo: Portrait of Peter Salmon. Courtesy of the Archives of the American Foundation for the Blind

Videos

2002 Induction Ceremony:

Ambrose M. Shotwell
Inducted 2021



Ambrose Milton Shotwell (1853-1930) was born in New York. His family soon realized that he could see only “sunshine and other bright lights,” a condition later ascribed to “optic nerve atrophe.” At fifteen, Shotwell was enrolled in the first class at the New York State School for the Blind in Batavia. He blossomed academically and graduated in 1873 as valedictorian. As Warren Bledsoe described him, Shotwell was a “benign agitator,” filled with ambitions for “America’s blind people”— and he acted on those aspirations. In 1879, he co-drafted a bill—House Bill No. 13. The bill became law, founding the Michigan School for the Blind in 1880. Returning to teaching, Shotwell taught at the Arkansas School for the Blind in Little Rock from 1880—1883. In 1892, he studied piano tuning at the Michigan School for the Blind but ended up the “school printer and official stereotype-maker,” and remained in that position for eleven years.

In 1895, he joined a group of colleagues in St. Louis, alarmed about the lack of opportunities available for people who were blind in America. An even larger group representing additional states met later to create the American Blind People’s Higher Education and General Improvement Association. In 1902, Shotwell presented a paper at the second biennial conference of the Michigan Blind People’s Welfare Association, which he had helped establish in 1900. His paper led directly to the establishment of the Michigan Employment Institution for the Blind in 1903. Shotwell was made Assistant Superintendent of the institution as well as Librarian, positions he held until his retirement in 1927. In 1905, at a meeting hosted by Shotwell, the American Blind People’s Higher Education and General Improvement Association retooled itself into the American Association of Workers for the

Blind (AAWB), a precursor of today's AER. Shotwell served as Chair of the Committee on Revision of the Constitution and thus helped shape the new association and the future of professionalism in the blindness field.

Adapted from the nomination by Mary Nelle McClennan

Robert J. Smithdas
Inducted 2017

By David Goldstein

Dr. Robert J. Smithdas (1925-2014) forever changed the landscape for people who are deaf-blind. His work made it an undisputed given that with proper training, deaf-blind people are able to support themselves and participate in the mutual give and take as full members of society. As an exceptional example of what a deaf-blind person can achieve, he was able to advocate for and see through the legislation that makes it a federal mandate that training be available for deaf-blind citizens. He was a co-founder of the Helen Keller National Center for Deaf-blind Youths and adults, which provides specialized training and oversees programs of other agencies serving the deaf-blind.

Bob lost his sight and hearing from cerebralspinal meningitis at the age of five. He received his education first at the Western Pennsylvania School for Blind Children and then at the Perkins School for the Blind. His primary modes of communication were the manual alphabet and braille, but he was also one of the few Americans who could use the Tadoma method to read

people’s speech with his fingers on their lips and throat. What he called his most magnificent challenge as a young man was his graduation, cum Laude from St. John’s University in Brooklyn, NY. It is known now that there were others who had quietly gotten a college education between Helen Keller in 1904 and Bob in 1950, but his success was an inspiration to people with all types of disabilities. It had a special impact on educators and counselors to rethink their expectations for their deaf-blind clients. Bob set another milestone when he obtained his master’s degree in vocational rehabilitation and guidance in 1953.

Bob’s career began in 1950 in the Community Relations Department of the Industrial Home for the Blind, now Helen Keller Services. At this time, the general public had no idea of deaf-blind people’s potential, nor did they think them capable of living and working in their communities. His advocacy efforts directly led to funding by the US Government to establish the Anne Sullivan Macy Services (ASMS), a five year program which demonstrated that, given quality rehabilitation services provided by highly trained personnel, deaf-blind people could indeed acquire the skills to work in a variety of careers and live independently. The highly successful results of the ASMS program coupled with Bob’s advocacy before Congress led to the federal government’s authorizing the establishment of the Helen Keller National Center. As its Director of Community Education Bob continued to advocate for improved services for deaf-blind people, speaking to groups throughout the country, writing, and world travel in sharing his expertise. His magazine, Nat-Cent News, highlighted the successes of deaf-blind people and the importance of advanced technology. He received many honors, including four doctoral degrees and the M. C. Migel medal. Bob’s magnetic personality, humor and compassion left an unforgettable impression on visitors, professionals, parents of children who are deaf-blind, and, most important, on deaf-blind individuals themselves. He was a role model for students at the Helen Keller Center, a person they looked up to and would

often visit with to discuss their goals and the day to day challenges they faced.

Deaf-blind people of today may not know of Dr. Smithdas and have their own struggles and advocacy concerns, but the things that they take for granted, such as living on their own, opportunities in education, and being given chances to prove their abilities, come to a great extent from his legacy. Those who did know him remember him as someone who loved taking on challenges, the way he would surprise everyone by doing something that seemed impossible, and his ability to converse on any subject, from philosophy to cooking, to the latest developments in auto mechanics, thanks to his reading of any braille material he could get his hands on.

One of his life-long pleasures was writing poetry. For his poems' merit, he was elected a member of the Poetry Society of America, and was later named Poet of the Year for 1960-61.

Bob's poems and writings preserve many of his insights, including that life is a gift. Despite the twists and turns he had gone through, he still could say, "I call it Life, and laugh with its delight, though life itself be out of sound and sight." He thought it was most important to give the public and professionals in the field some sense of the isolation of deaf-blindness and the human need to be included. "Praise alone does not fulfill this yearning for companionship; neither does sympathy. There must always be that bond of true personal interest which promises an assurance that one is really wanted, not merely tolerated."

Further details about Dr. Smithdas may be found in his autobiography, *Life at My Fingertips*, his poems, and the articles written over many decades about him and his wife Michelle. A good amount of material is in the APH collections and the Internet Archive.

Book of Smithdas' Poems

Smithdas, R. (2017) *My Song, My Delight*. David Goldstein, editor, G&H Soho, Inc., Elmwood Park, NJ.

David Goldstein has edited a collection of Smithdas' poems — now available.

Video interview with Barbara Walters

Part 1:

Part 2:

Susan J. Spungin
Inducted 2018

By Kathleen Mary Huebner

At the American Printing House for the Blind (APH), in the Hall of Fame for Leaders and Legends in the Field of Blindness and Visual Impairment, on the Wall of Tribute can be found a memorial stone, “Susan J. Spungin: We Live By Your Pearls of Wisdom,” donated by colleagues, friends, and family. This tribute refers to a 16-year-long tradition, begun by Susan Spungin (1941-2019), who during her career ended national and international professional conferences by summarizing selected highlights and sharing quotations from the presentations, which she called “pearls of wisdom.” As part of her summary, she would ask audience members to call out the name of the originator of the quote. The quotes selected were noteworthy because they were new research findings, creative approaches or teaching strategies, or insightful interpretations, often funny, but always memorable. In order to compile a program’s “pearls of wisdom,” Dr. Spungin attended and fully participated in as many conference sessions as possible– you would always find her in the front row, pen and pad in hand, listening and gathering her pearls. This practice became a greatly anticipated and appreciated conclusion to educational and leadership opportunities for members of the profession. Thus a tradition began, continued for decades, and ended with the retirement of Dr. Spungin from the field.

Susan Spungin was born in New York City April 16, 1941, to Jane Ricks King and Wilfred Strickland King. She grew up and spent most of her adult life living in New York. She attended Lenox School through her elementary and secondary school years; college found her at Skidmore College, where she majored in music. She then went to San Francisco State University to continue her music studies and pursuit of elementary/special education. It was there that she became interested in Braille, specifically Braille music, and met another Hall of Fame inductee, Georgie Lee Able, an encounter that was the beginning of her 44- year career serving children, youth, and adults who are blind or visually impaired. While in San Francisco, she began her teaching career working with blind and visually impaired children and met her first husband Gardner Spungin. They raised three children, Jennifer, Jesse, and Meredith, on the Upper East Side of New York City, beginning a family that now includes eight grandchildren.

Dr. Spungin returned to New York City in 1967 with a Master’s Degree from San Francisco State and began working for the New Jersey Commission for the Blind. In 1972 she was hired by the American Foundation for the Blind (AFB) as the National Specialist in Education. She remained with AFB until her retirement in 2008 as Vice President for International Programs and Special Projects.

In 1975, while pregnant with her second and third children, twins, Dr. Spungin earned her Doctor of Education degree in Leadership from Teachers College Columbia University. Her dissertation, “An Analysis of the Specialized Functions of Teachers of the Visually Handicapped in Public Day School Programs in the New England Area: A Pilot Study” (1975), was, in effect, the start of professionalizing the teaching of students who were visually impaired. She laid out in meticulous fashion the competencies that teachers needed in order to educate children with visual impairments, the first effort to do so in a movement that has led to specific teacher licensing standards in many states. That dissertation became a book, Competency-based Curriculum for Teachers of the Visually Handicapped (1975), the first of many publications authored by Dr. Spungin for AFB. This publication led to a 1976 New Outlook for the Blind article, leading in turn to a national study and subsequent book in 1977, all while she was serving as AFB’s National Education Consultant. The national study led to another article in 1978 and various other publications focusing on teacher preparation and teacher competencies, pivotal in changing the way teachers performed and how they viewed themselves. In 1985, a Council for Exceptional Children (CEC), Division on Visual Impairments and Deafblindness (DVIDB) Position Paper, The Role of the Teacher of the Visually Handicapped, crystallized all of these ideas about teacher preparation. Co-authored with Dr. Kay A. Ferrell, this seminal statement saw updates in 1993, 2000, and again in 2007.

In effect, Susan Spungin’s work did nothing less than define the role and work of teachers specializing in the education of children who are blind or visually impaired and spurred the promulgation of state certification standards. Much of that work influenced state and federal special education policies and legislation still in place today, policy changes embodied in state and local administrative guidelines for basic services and appropriate education for children with visual impairments, as reflected in P. L. 94-142, the Education for All Handicapped Children Act and its following amendments. But Dr. Spungin’s formative work extends further, to a broad range of initiatives that further advanced educational knowledge and practice in the visual impairment field. Among her contributions are her training of teachers to work with blind and visually impaired children and writing of guidelines for public schools after the passage of the mainstreaming legislation of 1975; her involvement and support of the first field-based study of the developmental needs of young visually impaired children and the publication of Reach Out and Teach, by Dr. Kay A. Ferrell, which provided early intervention guidance to parents; the founding of the

National Association for Parents of the Visually Impaired (NAPVI); the inauguration of a nationwide initiative and U. S. Office of Special Education Programs (OSEP) Guidelines to promote the teaching of braille to students with visual impairments and legislative efforts in support of braille literacy; the establishment of college preparation programs for professionals working with children who are blind; the formalization of national organizations in education that include state vision consultants, instructional materials centers, preschool programs for early childhood education, and guidelines for public school psychologists; the launching of a national campaign to ensure the timely delivery of braille instructional materials to school children in the United States; and continuous energetic efforts on behalf of personnel and leadership recruitment in the field.

During her 36-year tenure at AFB, Dr. Spungin held many positions and titles. Consulting, research, and publishing programs in education, rehabilitation, and technology, and AFB's regional offices flourished under her vision and leadership. She was in charge of staff and programming in the areas of Education, Early Childhood, Multiple Disabilities, Low Vision, Orientation and Mobility, Career Education, Employment, and Aging, and oversaw AFB's Social Research Department, National Technology Center, the M.C. Migel Library, the Helen Keller Archives, AFB Press, AFB's Regional Centers and Washington DC Office, and the National Technology Center. Throughout this time, she successfully procured private and federal grants and provided leadership to technical assistance, research, and other special projects, in addition to publishing scholarly writings, conducting staff development trainings, and championing advocacy. Through her dedicated efforts and outstanding achievements, Susan Spungin elevated the quality of educational programs for visually impaired students as well as the professional development of the educators who work with them and has had an unmatched impact on the lives of children with visual impairments, their families, and professionals.

Dr. Spungin directed persistent attention to the literature of the visual impairment field. Through her oversight of AFB's Department of Publications and Information Services, renamed AFB Press, she actively supported the financing and development of publications that helped establish the knowledge base of the field, and championed AFB's publications program during the entire length of her tenure. As her position at AFB changed from programmatic head, she continued to act as consulting editor to the department and influenced its direction through her help in identifying areas of need and emerging potential authors. Her own authorship of such

materials as published reports, essays, pamphlets serving the public good, and introductory material and reviews for numerous additional books, as well as her service as guest editor and frequent contributor to the *Journal of Visual Impairment & Blindness* were an essential organizational support to AFB's publications program that directly benefited the entire field of visual impairment and blindness.

Dr. Spungin was one of the first professionals to notice that the visual efficiency pendulum had swung too far away from braille instruction and into a print-at-all-costs mentality. Her 1990 pamphlet, Braille literacy: Issues for blind persons, families, professionals and producers of braille, was the first to document the crisis that dominated most of the 1990s. She did so while being respectful of the needs of individual children. Other publications on braille literacy would follow (1996, 2000, 2008), as would publications and discussion about the changing role and function of the specialized school (1979, 1997), and preservation of specialized services for persons with visual impairment (1996, 1997a, 1997b).

Susan Spungin was in addition instrumental in the rapprochement between professionals and consumers. Early signs of her concern appeared in a 1989 article, *Blind persons' Involvement in Services for Themselves*, and in her 2003 commentary, *Cannibalism Is Alive and Well in the Blindness Field*. Perhaps most telling was her friendship with Dr. Kenneth Jernigan, Past President of the National Federation of the Blind, about whom she wrote a moving tribute to following his death (*The legacy of Dr. Kenneth Jernigan* (1999)).

A review of Dr. Spungin"s profound contributions to the visual impairment field would be incomplete without mention of her unique personal qualities and skills, which were also put to sustained use by her in service to the field. Throughout her career, she was active and accessible, frequently holding office in organizations such as CEC, NAPVI, the Association for Education and Rehabilitation of the Blind and Visually Impaired (AER), the World Blind Union, and the International Council for Education of People with Visual Impairment (ICEVI), making herself available to all professionals as a support and counselor and especially to young practitioners as a mentor and guide. By extending her availability to members of the professions, she provided guidance, inspiration, and direct encouragement to generations of leaders, service providers, parents of blind and visually impaired children, and consumers. She was tireless in her mentorship of fellow professionals, always

encouraging,promoting their talents, and being generous with her time and counsel.

On January 4, 1997 Dr. Spungin married Peter Hanke, the long-serving Director of AFB's iconic Talking Books Department, and the love of her life. They are retired and presently reside in Jamesport, Long Island, and in Tucson, Arizona.

Susan Spungin embodies and practices all the essential characteristics of leadership, including, but not limited to, honesty, effective communication, confidence, commitment, ability to delegate, positivity, intuition, humor, creativity, and the ability to inspire. She was and still is comfortable and effective communicating with young children, parents of the children we serve throughout the world, scientists, teachers, rehabilitation workers, government officials at all levels from project directors to ministers of education, senators, royalty, and those with little to no education and those with advanced specialist degrees. She is so effective because of her experience, continuing growing knowledge, honesty, sound moral ethics, kindness, generosity, and commitment to the field of blindness. As Dr. Kay A. Ferrell stated in her letter of support for the induction of Dr. Spungin into the Hall of Fame, "She is at once our history and our future. She is what the Hall of Fame is all about."

Anne Sullivan
Inducted 2006

By Dean and Naomi Tuttle

Anne Sullivan Macy (1866 – 1936) was born in Massachusetts and although she was called Anne or Annie from the very beginning, her baptismal certificate identifies her as Johanna Mansfield Sullivan. Her parents were poor, illiterate Irish immigrants. By age seven she was unschooled, hot tempered, and nearly blind from untreated trachoma. Her mother was frail and died of tuberculosis when Anne was eight years old and her abusive, alcoholic father abandoned his family when Anne was ten years old. She and her brother were sent to the state almshouse in Tewksbury, Massachusetts where Jimmie died a short time later. Anne spent four unhappy years at

Tewksbury, grieving over her brother's death and the disappointment of two unsuccessful eye operations.

As a result of her direct plea to a state official who had come to inspect the Tewksbury almshouse, she was allowed to leave and enroll in the Perkins School for the Blind in Boston in 1880. Here she quickly learned to read and write and to use the manual alphabet to communicate with a deaf/blind friend. While at Perkins, Anne had several successful eye operations, which improved her sight significantly. In 1886 she graduated from Perkins as valedictorian of her class. A short time later, Anne accepted the Keller family's offer to come to Tuscumbia, Alabama, to tutor their blind, deaf, mute seven year-old daughter, Helen.

In March of 1887 Anne began her lifelong role as Helen Keller's teacher, a true pioneer in the field of education of deaf-blind. In 1894 Anne was to deliver a speech at the American Association to Promote the Teaching of Speech to the Deaf in Chautauqua, New York. She was too shy to speak and had her friend and mentor, Alexander G. Bell, speak for her. Anne was Helen's educator for thirteen years and, in 1900, accompanied her to Radcliffe College. Anne went with Helen to every class, spelling into her hand all the lectures, demonstrations, and assignments. When Helen received her

Bachelor of Arts degree, it was a triumph for both women. Annie and John Macy married in 1905 and maintained a relationship through 1914.

Despite Anne's declining health, she and Helen traveled widely in the United States and later in other countries. They gave lectures, vaudeville performances, and even appeared in a film titled "Deliverance." In 1924, Anne and Helen began to work for the American Foundation for the Blind (AFB) as advocates, counselors, and fundraisers. By 1927 they had addressed 250,000 people in 249 meetings on the subject of blindness.

In 1930-31 Temple University in Philadelphia, Pennsylvania wished to recognize Anne and Helen's achievements with honorary degrees. Helen accepted but Anne refused until a year later when she reluctantly accepted the honor. In 2003 she was inducted into the National Women's Hall of Fame.

1893, Portrait photograph of Helen Keller (seated) and Anne Sullivan. Photo courtesy of the American Foundation for the Blind, Helen Keller Archives.

Video

2006 Induction Ceremony

Historic footage! Helen Keller and Anne Sullivan in a Vitaphone newsreel from 1930:

Dedication of the Helen Keller Hall, University of California, Berkeley, 1987:

Download this video

Stanley "Dave" Suterko
Inducted 2002

By Dean and Naomi Tuttle

Stan Suterko (1920-2008) was born in Chicago. In 1947 he graduated from the University of Illinois with a BS in Education and later with an MA from Western Michigan. He and Wanda were married in 1948, and they had three daughters and 7 grandchildren.

Stan Suterko started his professional career as a corrective therapist in physical medicine and rehabilitation at the V.A. Hospital at Hines, Illinois. With the establishment of the Hines Blind Center in 1948 he was among the first five from the center to be prepared as orientors for veterans who were blind. He helped refine the orientation procedures and cane techniques that had been previously developed at Valley Forge Army Hospital. During the Korean war, he was given the responsibility of heading a unit at Hines that was to triple in size.

When the Western Michigan University program began in 1961, as assistant director Stan Suterko played a key role in the establishment of the O&M curriculum, adapting the Hines program to a university course structure. He participated in workshop courses on the Laser Cane, the Sonic Guide, the Russell Pathsounder, the Tactile Vision Substitution System, and technology on mobility methods. He has been credited as being one of the people who launched the profession of orientation and mobility.

Stan Suterko’s international work included conducting a year long training program in 1966 that introduced the long cane to England. During shorter visits he conducted workshops in many countries including Australia, Poland, Denmark, Germany, France, Australia, Tasmania, and New Zealand. He has been called by the Australian Royal Guide Dog for the Blind Association, the "St. Peter of Mobility". Many agree that he played a key role in spreading orientation and mobility around the world. In 1984 he retired from Western Michigan University.

Stan Suterko shared his ideas freely, presenting regularly at conferences and universities. He was Chairman of the certification committee of Mobility Instructors of AAWB. He also shared his ideas through numerous articles and publications, such as chapters on life adjustment in Lowenfeld's *The Visually Handicapped Child in School*, and on orientation and mobility in the Hardy and Cull text on *Social and Rehabilitation Services for the Blind*.

Many awards were bestowed upon Stanley Suterko for his contribution to people who are blind. He received the Buddy Award from the Seeing Eye, the Lawrence E. Blaha Award from AAWB, Commendation from the Central Blind Rehabilitation Center at Hines, the Alfred Allen Award, the Ambrose Shotwell Award, and had an international award named after him at the International Mobility Conference #8 in Trondheim, Norway.

Photos: 1) Stan Suterko-Lt.Jg 1943 WWII military service; 2) Training St Dunstan's war-blinded veteran-along the coast of England, 1964; 3)

Introducing the 'Long Cane' travel method in Australia (December, 1973); 4) Stan and Wanda Suterko on their 50th wedding annniversary, with three daughters and sons-in-law and seven grandchildren (November, 1998).

Video

2002 Induction Ceremony:

Interview with Rod Kossick, July 2003:

Mary Elizabeth Switzer
Inducted 2002

By Dean and Naomi Tuttle

Mary Elizabeth Switzer (1900-1971) was born in Massachusetts of Irish immigrants. She graduated from Radcliffe College in 1921 with a major in International Relations. Her first few jobs after graduation were with the Minimum Wage Board, Treasury Department, Public Health Service, and the Federal Security Agency. It was her association with Dr. Howard Rusk who was developing the field of rehabilitation medicine that stimulated her life-long passion for rehabilitation.

At various times, Mary Switzer served as Director of the Office of Vocational Rehabilitation, Commissioner of the Vocational Rehabilitation Administration and the first Administrator of the Social and Rehabilitation Service of HEW. In 1954 she shaped the Vocational Rehabilitation Act, referred to as the Magna Carta in the work for the handicapped. Amendments to this act would put vitality into the State-Federal program for the blind. She handled such varied responsibilities from keeping a lid on germ warfare during World War II to managing a budget of seven billion dollars, and was known as an "accomplished cutter of red tape."

Under Mary Switzer's administration there was a great expansion of vocational rehabilitation service under state-federal matching funds, resulting ultimately in tripling the number of yearly rehabilitation of blind clients. One of the extraordinary aspects of her administrative genius is that she was able to say a good word for the general approach without losing the affection of workers for the blind. During the fifteen years she presided over meetings of the National Advisory Council, 183 projects concerning blindness were approved. Some of these research projects were in the areas of mobility including electronic travel aids, the translation of print to braille, optical aids, artificial sight, and work with the deaf-blind.

The breadth and humanity of Mary Switzer are stamped forever on the passage of Public Law 565 with its research and demonstration features, its concern for rehabilitation education, its mandate to construct necessary rehabilitation facilities, its totally new characteristic of international efforts and cooperation regarding rehabilitation, and perhaps, above all, in its expanded funding base for more personnel and programs for those in need of rehabilitation services. She retired in 1970 as the highest ranking female bureaucrat in the federal government.

Mary Switzer was active in many professional organizations including serving as President of the National Rehabilitation Association (1960-61) and participating in the World Rehabilitation Fund. Among her many national and international awards, she was the recipient of AAWB's Ambrose M. Shotwell Memorial Award in 1962 for her outstanding contribution to the rehabilitation of blind persons, one of the first outside the blindness field to be so honored. Three different buildings have been named in her honor. She was awarded honorary degrees from six universities and from Gallaudet and Russell Sage Colleges.

Photos: Mary Switzer and Richard Hoover at banquet, ca. 1965; Mary Switzer retirement dinner, 1970

The Comfort of the Shared Burden
Delivered by Mary E. Switzer
The Donald H. Dabelstein Memorial Lecture
A Reflection of the History of Vocational Rehabilitation
1965.

Videos

2002 Induction Ceremony:

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Videos

2002 Induction Ceremony:

Tuck Tinsley

Dr. Tinsley’s career began at the Florida School for the Deaf and Blind where he was a math teacher, assistant principal, and then principal. The Board of the American Printing House for the Blind (APH) recruited him to join APH as President in 1989. The Board challenged Dr. Tinsley to lead APH into a new phase of its nearly 130 years of existence. As APH entered into the relatively new world of assistive technology and more advanced production practices, this focus attracted talented new employees. New products resulted in new opportunities for students and adults in classrooms and boardrooms across the country.

In Washington, D.C. Tinsley presented to the Subcommittee on the House Labor, Health and Human Services, Education, and Related Agencies to advocate for the education of students who were blind or had low vision. His excitement for the mission of APH was evident and resulted in steadily increasing funding.

Using his national platform, Dr. Tinsley was unwavering in his support for braille literacy. His efforts and published articles proved that new braille production techniques and digital braille displays were making even more braille available.

With funds from the APH endowment, Dr. Tinsley authorized the National Prison Braille Center to be created and housed at APH. This allowed for a more coordinated effort among what had been isolated programs around the country. As a result of this network, textbooks and tactile graphics were reaching students much more quickly.

Dr. Tinsley’s career has always been about kids who were blind or low vision and his desire to make things better than he found them. Whether in the classroom, the boardroom, or on the world’s stage – he has spent his life’s work doing just that.

Video

2024 Induction Ceremony:

Dean W. Tuttle
Inducted 2009

By Naomi Tuttle

Dean Tuttle was born in 1936 in the Belgian Congo where his parents were medical missionaries. After graduating from high school in the Congo, he completed his undergraduate work at Wheaton College, two masters degrees, one in educational administration and one in special education. In 1971 he earned his doctorate in a joint program between the University of California at Berkeley and San Francisco State University in Educational Psychology/Special Education. Dean and his older brother both lost their vision due to retinitis pigmentosa. He and his wife, Naomi, have three sons and five grandchildren.

After teaching mathematics and science in New Jersey and serving as an itinerant/resource teacher in California, in 1966 he was invited to be the principal of the California School for the Blind. In this capacity he led the school during its difficult but vital transformation into a school for children with multiple impairments.

In 1971, he began teaching special education at the University of Northern Colorado where he worked until his full retirement in 1994. Under his leadership the teacher preparation program became one of the most respected in the country, certifying teachers in orientation and mobility as well as in special education. Later a multiple disabilities component was added, offering a triple-competency option.

He is the co-author, with his wife, of the text, *Self-esteem and Adjusting with Blindness: the Process of Responding to Life's Demands,* now in its third edition. He was then asked to write a correspondence course for The Hadley School for the Blind based on this book. This classic landmark text is required reading in most programs which prepare professionals in the blindness field. Through his writings he has helped to clarify the psychosocial paradigms which impact on the relationship between disabilities and the development of self-esteem.

Dr. Tuttle served on many advisory boards for Hadley, US Department of Education, American Foundation for the Blind, American Printing House for the Blind and NAC. Many of his 58 publications have centered around the topics of self-esteem, family responses to a visual impairment and recreation for the visually impaired. His latest book is a tribute to his parents and their medical work in the Congo. Dean has been invited to give many major presentations in 29 different states, Canada, Australia, China and Israel.

Dr. Tuttle has received many honors, among which are the Migel Medal from AFB in 2000 and the Wings of Freedom from APH in 2004. Earlier he received the Scholar of the Year Award from the University of Northern Colorado in

1990, the Distinguished Service Award from CEC-DVI in 1991, and the Warren Bledsoe Outstanding Publication Award from AER in 1992 and the Hadley President's Service Award in 2004.

He has been described as both a peer role model and mentor, with a calm and quiet demeanor, one who guided and challenged his students by mutually shared wisdom and insight. Some have received and passed on his advice, "Be curious about and pursue a variety of interests, cultivate and sharpen your God-given abilities and skills and enjoy the adventure of life."

Photos: Dean and Warren, 1993; the Tuttles, Dean, Naomi, and Ray, at Yosemite, Thanksgiving, 1963; The Tuttles authored the first 48 inductee biographies! Wall of Tribute Presentation stone honors that achievement – presented by Kay Ferrell.

Dr. Dean Tuttle interviewed by Michael Bina, November 2013

The Hall of Fame Induction of Dr. Euclid Herie and Dr. Dean Tuttle by Dr. Jane Erin

Video

2009 Induction Ceremony

Louis Vieceli
Inducted 2002

By Dean and Naomi Tuttle

Lou Vieceli was born in 1921 in Illinois. He attended Southern Illinois University in Carbondale where he received his B.A. (1948) in physical education and mathematics and his M.Ed. (1959) in guidance and counseling. He and his wife Jewell have a son and two grandchildren, all are currently living in Carbondale, Illinois.

In 1948, Lou Vieceli began his professional career as a rehabilitation counselor for the Illinois Division of Vocational Rehabilitation, a position he held until 1959. At that time, he was invited to join the faculty of the Rehabilitation Institute at Southern Illinois University where he served until

his retirement in 1993. He is best known for the development of his Placement Counselor Training Program for the Blind which he conducted from 1959 until 1993. He also provided Small Business Enterprise Supervisor Training for the Vending Stand Program.

As a nationally recognized authority on job placement of blind persons, his advice and counsel were in high demand. He served as consultant to numerous State Rehabilitation Agencies including Ohio Services for Visually Handicapped, Florida Commission for the Blind, Arkansas Rehabilitation Services for the Blind, and the Texas Commission for the Blind. He worked on the "Careers for the Blind" project for the American Foundation for the Blind. He was frequently asked to evaluate manuscripts for journals and book publishers as well as grant proposals for a variety of agencies.

Lou Vieceli was active in several rehabilitation associations. He served as president (1965-1966) of the Illinois Association of Workers for the Blind. He was treasurer (1969-1971) and board member (1979-1983) for the American Association of Workers for the Blind. He served as editor of the Employment Counselor's Newsletter for AAWB's Group 2. He was a Louis P. Ortale Lecturer for the Job Placement Division of the National Rehabilitation Association (1980).

Fortunately for the field, some of Lou Vieceli's expertise is in published form. He and Thomas Dickey edited the book *Guidelines for the Selection, Training and Placement of Blind Persons in Information Service Expediting* (Southern Illinois University Press, 1975). Among a dozen chapters and articles, he co-authored with George Magers "Occupational Information and Job Development," in *Services to the Blind: A Community Concern* (1973).

Lou Vieceli received many honors and awards in recognition of his outstanding contribution to the rehabilitation and job placement of blind persons. They include: AAWB's John H. McAulay Award, Chicago, 1969 for outstanding achievement in the placement of blind persons; Certificate of Appreciation, State of Illinois, Department of Rehabilitation Services, 1982; the Ambrose Shotwell Memorial Award, AAWB Convention, Phoenix, Arizona, 1983; and Community Service Award, The Chicago Lighthouse for the Blind, Chicago, 1985; and AFB's 2005 Migel Medal Award, Boston, MA.

Video

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By Dean and Naomi Tuttle

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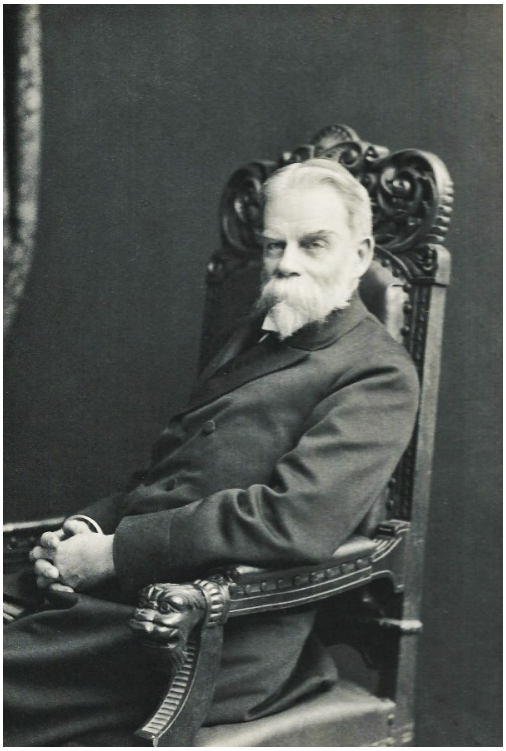
Video

2002 Induction Ceremony:

William Bell Wait
Inducted 2017

By Bernadette Kappen



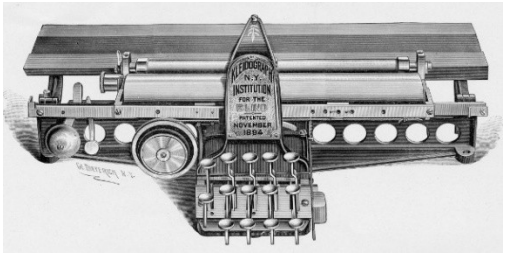
William Bell Wait was an educator, inventor, tireless advocate and leader in the field of blindness. He was a firm believer that persons with blindness receive an appropriate education as a right not as a charity.

He was born in Amsterdam, NY on March 25, 1839 into a family with roots in America dating back over 200 years. He received his preliminary education at the public schools of Albany, New York, at the Albany Academy and graduated from the Albany Normal College in 1859. In the same year he became a teacher in the New York Institute for the Education of the Blind, remaining two years, with the exception of three months' service in the Seventy-first Regiment, New York Volunteers, under the first call for troops at the beginning of the Civil War. He was admitted to the bar in 1863 and served briefly as superintendent of the City of Kingston, New York school district.

In October of 1863, he was offered and accepted the office of Principal of the New York Institute for the Blind. It would be a position he would hold until 1905, when he was appointed Emeritus Principal, until his death in 1916.

On October 27, 1863, Wait married Phoebe Jane Babcock. She was a pioneer among women physicians and a leader in the profession for many years.

Wait was relentless in his view, that the school should be treated as an educational institution and not as a charity. He fought for over a year at the State capital, and argued legal challenges that led to moving the supervision of the school from the Department of Welfare to the Department of Education with full accreditation. This would provide legal high school diplomas and have its students subject to the standardized Regents testing.



He was the staunch advocate for the writing code known as “New York Point” which he developed and promoted. Throughout his life, he continued to develop it into a refined music code and developed machines that made it possible to print with mechanical presses, which he also invented. He legally turned over the patents to the school for only one dollar. He designed the Stereograph machine which is currently on loan to the American Printing House for the Blind. It produces interpoint metal plates for double sided printing of books. His invention of the Kleidograph in 1894 allowed students and teachers to easily write New York Point. The Kleidograph has 12 keys and

was designed to be used with one hand leaving the other hand free to read. He was a believer that it was an important skill for a blind student to take notes while reading and his Kleidograph allowed the user to do so. He received the John Scott most deserving Medal from the Franklin Institute of Philadelphia in 1900 for his inventions.

While “New York Point” is a writing code that is barely remembered today, it was widely used across the United States and the most commonly used code by the blind, according to the 1910 census.

He was one of the founders of the American Association of Instructors of the Blind (AAIB) at its first biennial conference in Indianapolis in 1871. He served as AAIB’s corresponding secretary for 44 years. He guided the organization with its advocacy for the creation of many schools for the blind nationally and internationally. AAIB paid tribute to his life in its 24th Biennial Conference in 1918. In the published proceedings, they wrote about Mr. Wait:

“A biography of Mr. Wait would comprise the progress of the education of the blind for almost six decades. So potent a factor was he that scarcely a movement was made for their welfare educationally or socially, for more than half a century, which had not his support and guidance. He was a man of strong personality, tireless energy, capable, and resourceful in all his activities, and he gave to every detail of his work a thoroughness which soon made him a master educator.”

He was instrumental in the development of the American Printing House for the Blind by going to Congress to set aside regular funding.

In 1874 he founded The Society for Evangelical Religious Literature for the Blind and was a supporter until his death. He was a member of the New York Bar, the New York Geographical Society and the Franklin Institute of Philadelphia.

In 1894, the Board of Managers of the New York Institute recorded in the minutes their appreciation for Mr. Wait’s 34 years of service and said of him “such modesty, skill, unselfishness and devotion to duty are rare”.

Endowed with a mind for inventions, combined with knowledge of law and a great desire to improve the lives of people who were blind, his long period of service resulted in many significant benefits to the blind. Wait’s devotion to the field of blindness lives on today and his early advocacy is seen in the areas of educational access, literacy, music and professional development.

Donald Wedewer
Inducted 2002

By Dean and Naomi Tuttle

Don Wedewer (1925-2022) was born in Dubuque, Iowa. He received his B.S. in education in 1950 and his M.A. in history with a special emphasis in public administration in 1952, both from the University of Missouri. He and his wife Marabeth had four sons and one daughter.

During World War II, Don Wedewer served in the U.S. Army, for three and one-half years. He was wounded twice, losing both legs and his vision. After the Battle of the Bulge in 1944 he was the recipient of the Purple Heart.

Don Wedewer began his career in rehabilitation in 1968 as a vocational rehabilitation counselor. He served as a statewide Placement Specialist in Florida before being promoted to District Supervisor and then District Director in a large metropolitan area extending from Miami to Key West. In 1974 he was named Director of Florida's Division of Blind Services, where he provided outstanding leadership until his retirement in 1989. Throughout his career, he was always seeking to upgrade his skills by taking seminars and workshops in the areas of job placement, rehabilitation management and counseling. He was always a strong and persistent advocate for separate agency status for adult blind state services.

Don Wedewer was very active in a number of different organizations. He served as president of the Florida Rehabilitation Association; president of the National Council of State Agencies for the Blind; a member of the Commission on Standards, National Accreditation Council; Vice Chairman of Florida's Governor's Committee on Employment of the Handicapped; President of the American Association of Workers for the Blind (AAWB); President, Blinded Veterans Association of Florida; Vice President and Board Member of the National Blinded Veterans Association; a member, Board of Trustees, American Foundation for the Blind; a member of the Advisory Committee to Hadley School for the Blind.

Don Wedewer has received more than a dozen honors and awards. They include the Outstanding Blinded Veteran (Achievement Award) for 1970, from the Blinded Veterans Association; Outstanding Florida Blind Person, 1972 and 1975, AAWB Florida Chapter; President's Committee on Employment of the Handicapped, Florida's Outstanding Handicapped Person (and national finalist), 1969; Robert M. Grabel Memorial Award, 1975, in recognition of meritorious services to the blind of Florida presented by Governor Reuben Askew; National Rehabilitation Association, Bell Greve Memorial Award, 1980; Meritorious Service Award, Florida Association of Agencies Serving the Blind, 1985.

New Book: *The Bravest Guy*

A TRUE STORY OF OVERCOMING
SEEMINGLY IMPOSSIBLE ODDS
THE
BRAVEST GUY
HARRY E. WEDEWER
New book

about Don Wedewer, *The Bravest Guy*, written by his son Harry E. Wedewer. Website includes additional pictures and videos of his remarkable life story.

Video

2002 Induction Ceremony:

Richard Welsh
Inducted 2008

By Dean and Naomi Tuttle

Richard Welsh (1944-2014) was born in Pittsburgh, PA. He completed his undergraduate seminary studies with a degree in philosophy at St. Vincent College. In 1968 he received a master's degree in mobility from Western Michigan University and in 1973, a doctorate in rehabilitation counseling from the University of Pittsburgh. He has three adult children and five grandchildren. He remarried in 2001 to fellow professional, Mary Nelle McLennan.

Richard Welsh's experience in orientation and mobility began as an instructor from 1968 to 1970 at Western Pennsylvania School for Blind Children and continued as an instructor at the mobility training programs, first at the

University of Pittsburgh and then Cleveland State University from 1970 to 1978.

For the next twelve years Rick served as Superintendent of the Maryland School for the Blind. From 1990 until 2003 he was an administrator of the Pittsburgh Vision Services which was formed by consolidating the Greater Pittsburgh Guild for the Blind and the Pittsburgh Blind Association. He retired in 2003 due to a life-threatening illness.

The remarkable and significant contributions to his chosen profession center around Rick’s visionary leadership, his ability to see the big picture, to identify needs and to implement the necessary action plans. He was instrumental in establishing the O&M profession’s Code of Ethics. Recognizing the lack of a comprehensive body of knowledge essential for the O&M profession, he with co-editor Bruce Blasch wrote the authoritative textbook Foundations of Orientation and Mobility, first published in 1980. He has also written many articles and chapters in texts on mobility and on the psycho-social aspects of rehabilitation of the visually impaired.

In 1984 he provided invaluable leadership in the consolidation of two prior, long-standing professional associations, AAWB and AEVH, to form the Association for Education and Rehabilitation of the Blind and Visually Impaired (AER). He served as its first elected president and, through his tireless efforts through multiple committees, gave the new organization a strong foundation. In addition to these various roles, he served as executive editor of *RE:view*, AER's journal.

Rick has also been president of the National Accreditation Council for Agencies Serving the Blind and Visually Handicapped (NAC.) APH and AFB have also benefited from his expertise as he served on their boards of trustees and various committees.

Among the many honors and awards Rick has received are the Migel medal from AFB in 2004, NCPABVI Leadership Award in 2003, AER's Ambrose Shotwell Award in 1996, AER's Lawrence Blaha Award in 1988 and the C. Warren Bledsoe Award from AAWB in 1981. Professional awards have been named in his honor, and he was recently named the 2008 Distinguished Alumni of the University of Pittsburgh School of Education. Rick has been described as "larger than life," a visionary leader, very humble, approachable and a wise mentor and role model who quietly listened to others and made them feel valued.

Photos: Richard Welsh poses with his plaque after his induction in 2008; Richard Welsh and Mary Nelle McLennan; Richard Welsh with previous inductees Warren Bledsoe (center) and Russell Williams; Richard Welsh with his sisters, Eileen Quolke (left) and Maureen Marincic; Richard Welsh at age four; The Welsh clan; Richard Welsh as 'The Great KAERick' at a KY AER conference; Richard Welsh with the little Grouchos.

Richard Welsh obituary by Jonathan D. Silver, *Pittsburgh Post-Gazette*

Richard Welsh obituaries in the *Post-Gazette*.

Richard Welsh interviewed by Michael Bina, February 2014

Susan Spungin's introductory remarks from Richard Welsh's Induction to the Hall of Fame, 10/03/2008

Video

2008 Induction Ceremony:

Robert H. Whitstock
Inducted 2002

By Dean and Naomi Tuttle

Robert H. Whitstock (1930-1998) was born in New York City and attended the New York Institute for the Education of the Blind. He received a B.A. in political science and history from Hamilton College in Clinton, New York, graduating third in his class in 1952. He was a member of Phi Beta Kappa Honor Society. He graduated from Harvard Law School in June, 1955 and passed the New York bar the following month. He married Mary Jane Noonan in 1954 and they had five children and eight grandchildren.

Robert H. Whitstock taught high school social studies at the New York Institute for the Education of the Blind. He joined The Seeing Eye in 1957 as Administrative Assistant, serving as the principal field representative. During this time he traveled hundreds of thousands of miles throughout the United States and Canada demonstrating always with grace and class the virtues of travel with a dog guide. He was promoted to Vice President of Field Services in 1967 and then to Vice President for Programs in 1977 when he assumed responsibility for overseeing the breeding, puppy raising and training of Seeing Eye dogs, and the students' course of instruction in working with and caring for their new dog guides. He served in that position until his retirement in 1992, truly a leader in the dog guide movement.

Kenneth Rosenthal, President of The Seeing Eye, said of Robert H. Whitstock, "Indeed, for thousands of its graduates and many people in the field of service to the blind, he was The Seeing Eye. No obstacle, not even his blindness, could stand in his way, and he achieved more in his lifetime than most of us dare to dream about. The strong and effective organization he left behind will be his enduring legacy."

Robert H. Whitstock served as President of the American Association of Workers for the Blind (AAWB) from 1973 to1975 and served on the national board as a past president until 1977. He had also served as chairman of AAWB's Orientation and Mobility interest group. His quiet strength and unique position enabled him to bridge the gap between various disciplines and service provider organizations. This helped the field to coalesce on issues relating to the capabilities and needs of people who are blind or visually impaired.

In addition to writing several significant articles on blindness as they related to mobility, public relations, and attitudes, he authored a chapter in the book *Foundations of Orientation and Mobility* edited by Welsh and Blasch and published by the American Foundation for the Blind in 1980.

Photos: Robert Whitstock and dog guide crossing a city street (Photo courtesy of the Archives of the American Foundation for the Blind); First AAWB Div. 9 Certification Committee, 1968—Robert Whitstock, Russell Williams, Pete Wurzburger, and others

Videos

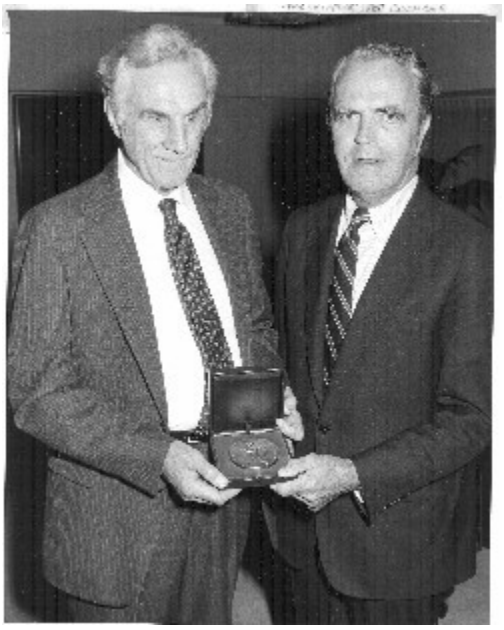
2002 Induction Ceremony:

Russell Williams
Inducted 2002

By Dean and Naomi Tuttle

Russ Williams (1918-2000) was born in Auburn, Indiana in 1918 and graduated as a secondary education major from Central Normal College in Danville, Illinois. He taught and coached athletics one year before entering the U.S. Army in 1942. He married Jean, a secretary to the Chief of Medical Service at Valley Forge Hospital, in 1945.

Russ Williams was blinded by enemy action in France during 1944 and was rehabilitated medically at Valley Forge Army General Hospital and then transferred to Avon Old Farms Convalescent Hospital where the emphasis was on vocational activities. Even at this early stage in his career he recognized the importance of hope in life’s potential and of putting the responsibility for the rehabilitation process on the blind person as early as possible in their training. The following year he was employed as a counselor and instructor in the rehabilitation program for the blind at Valley Forge at a time when Richard Hoover was beginning to develop the techniques of the use of the long cane.



With the encouragement of Warren Bledsoe, in 1948, Russ Williams initiated the Blind Rehabilitation Center at the V.A. Hospital, Hines, Illinois and became its first Chief. He is probably best known for his significant accomplishments in developing the rehabilitation program at Hines of which orientation and mobility was the key factor. He was responsible for the recruitment, selection and training of the very first orientors at Hines. His first hand experience, knowledge of mobility and his own performance skills in mobility were key factors in the refinement of standardized techniques in mobility instruction. His example in mobility was a perfect model for newly blinded veterans to emulate and was largely responsible for the success the fledgling orientors had with the early Hines veterans. He has acted as an advisor on research and development of electronic guidance devices.

Eleven years later in 1959, Russ Williams was promoted to Chief of Blind Rehabilitation in the Department of Medicine and Surgery, Veterans Administration Central Office in Washington, D.C. He served in that post until his retirement. During this time he was influential in encouraging Don Blasch to begin a graduate training program in O&M at Western Michigan University.

For his accomplishments Russell Williams was the recipient of an Honorary Doctorate from Western Michigan University. He received the Blinded Veterans Association Award in 1953; the Lawrence E. Blaha Memorial Award from AAWB in 1975 for his leadership and contribution to the betterment of orientation and mobility for blind persons; the Ambrose Shotwell Award from AER for national and international leadership; the Migel Medal from AFB; and most recently the Division of Veterans Services of AER has named its outstanding service award in honor of Russ Williams.

Photos: Russell Williams receiving the Migel Medal from Jack S. Crowley; Russell Williams with inductees Richard Welsh (left) and Warren Bledsoe (center); First AAWB Div. 9 Certification Committee, 1968; Robert Whitstock, Russell Williams, Pete Wurzburger, and others.

Side one of a letter from Russ Williams to Warren Bledsoe, regarding possible uses for the VA's new documentary, "The Long Cane." (.mp3/10 minutes/9.3MB)

Videos

2002 Induction Ceremony:

Interview with Rod Kossick, July 2000:

James Max Woolly
Inducted 2005

By Dean and Naomi Tuttle

Max Woolly (1914-1997) was born in Arkansas and received his bachelors degree in 1936 from Hendrix College, his Masters degree from the University of Arkansas in 1941 and honorary Doctor of Laws from Hendrix College in 1970. He and his wife Kathlyn had three sons and six grandchildren.

The Woolly family moved to Little Rock, AR in 1939 where Dr. Woolly began a forty-three year career at the Arkansas School for the Blind, first as a much respected teacher and principal, and thirty five years as superintendent. During this time the school was known for its innovative educational and residential school programs. Dr. Woolly recognized the need for quality professional training and was among the first to employ fully trained orientation and mobility instructors and to demand advanced training for the faculty but also his home life staff. He was instrumental in spearheading the effort to develop three graduate programs at the University of Arkansas-Little Rock in teacher personnel preparation, orientation and mobility, and rehabilitation of the blind.

Max Woolly was appreciated and respected by his colleagues for his strong character and determined resolve, indicators of a quality leader, accepted by all. Some phrases which have been used to describe him include: "a southern gentleman with a dry sense of humor," "fully devoted to his mission in life," "known for his quiet wisdom, honesty, integrity, fairness and concern for the welfare of others" and his "determination and ability to bring people together to solve problems."

He was president of the American Association of Instructors of the Blind from 1962 until 1964. As a member of the Board of Directors, he was the preeminent author of the original standards developed by the National Accreditation Council in the late 1960’s. For many years he served as an Ex Officio Trustee of the American Printing House for the Blind and on the Board of Trustees for the American Foundation for the Blind and as its vice-chairman in the late 80’s. While in Little Rock he was a member and "served on most of the committees" of the Winfield Methodist Church. He represented the United States in world organizations in Norway, Germany, Spain, France, and Guatemala and served on the boards of Lion’s World Services for the Blind and The Arkansas Light House for the Blind.

His awards include the Anne Sullivan Centennial Award in 1966, the Mary K. Bauman award from AERBVI in 1990, the Migel Medal in 1978 presented by the American Foundation for the Blind, the Kentucky Colonel, and the AAWB Southwest Region award for outstanding achievement and leadership. He was a member of Phi Delta Kappa and a 33rd degree Mason.

Photos: James Max Woolly standing next to a Lion's Club road sign; ASB Administrators and families in front of main building (L to R: Beal Kidd and family, Finis Davis and family, James Max Woolly and family (1941); Kathlyn and James Max Woolly celebrating 60th wedding anniversary; James Max Woolly with granddaughter Laura Woolly, (1976); James Max Woolly with Dr. Roy Kumpe, founder of Arkansas Enterprises for the Blind, now Lions World Services for the Blind; James Max Woolly at the Arkansas State Capitol with Governor Bill Clinton

Video & Photos

2005 Induction Ceremony:

Interview, Circa 1990:

Pete Wurzburger
Inducted 2012

By Sandy Rosen

Berdell "Pete" Wurzburger (1924 – 2011) grew up in the small farming community of Sibley, Illinois, population 350. As a typical small town youth, he specialized in riding his "Silver King" bicycle, swimming, fishing, and playing baseball and basketball during his leisure hours. During WWII, Pete served in the South Pacific as a torpedoman’s mate second class, following which he graduated from the University of Illinois in 1949 with a degree in Corrective Physical Therapy; he later went on to earn a Master of Arts Degree in the Education of the Exceptional Child from San Francisco State University (1963).

In 1946 Pete married Ina Mae Otto and together they had three children, Steve, Terry, and Kristie.

Pete was among the first O&M specialists in the world. While working as a correctional therapist in the Veteran’s Administration in Hines, Illinois, he was recruited to become an orientation & mobility (O&M) specialist, long before the days of university training programs. After working for several years at the Hines Veteran’s Administration Hospital with World War II and Korean War veterans, Pete moved to California in 1958 where he then worked as an O&M specialist at the Orientation Center for the Blind until 1963. In 1963 Pete began teaching O&M to school-aged children through a pilot program called the "Alameda County Project." In 1966, he began his long and illustrious career as the coordinator of the San Francisco State University Program in Orientation & Mobility, where he worked until his retirement in 1984.

Pete’s professional contributions are legendary. He was a forerunner in the field of O&M since its beginning. Having initially honed his skills through work with blinded veterans, Pete continued on to bestow upon the field numerous groundbreaking innovations in the areas of O&M services, techniques, and teacher preparation. For example, Pete was:

- One of the first O&M specialists to serve children in the public schools. He was also among the first to advocate teaching O&M skills to preschool children and putting canes in children’s hands at an early age – a practice that was controversial at the time, but which is now commonplace. And, under Pete’s leadership, San Francisco State University was the first university to prepare O&M specialists to work with children as well as with adults.
- One of the first to work with students who have severe multiple disabilities. He taught O&M skills to students at Sonoma State Hospital (a developmental facility in Sonoma County, CA) from 1970–1980. Recognizing the need for O&M instruction to be provided to this population, he added preparation to work with students who have severe disabilities to the curriculum at SFSU, expanding the scope of O&M instruction.
- First university professor to introduce low vision simulators to O&M students during mobility lessons on the street.

- Invented the "marshmallow tip" which was designed to glide over cracks or other rough surfaces and thereby enhance the ease and efficiency of travel. While this revolutionary cane tip was originally designed to meet the needs of students who have multiple disabilities, it became the prototype for dozens of modified cane tips sold commercially that are used by travelers of all ages and travel abilities.

Even though Pete knew that he had come up with a groundbreaking product, he refused to patent his tip and reap the financial rewards that would have followed. He chose, instead, to give it freely to the O&M community. This spirit was one of the things that made Pete Wurzburger so special.

- Strongly supported professional organizations, first AAWB, then AERBVI. Pete was also a co-founder of the California Association of O&M Specialists (CAOMS). Since its beginning in 1966, this professional organization has grown to include hundreds of members and to be a strong voice of advocacy for O&M for children and adults, and a source of ongoing professional development for all of its members.
- Always a strong advocate for services, Pete supported and assisted with creation of the California Clinical Rehabilitative Services Credential in O&M in 1966.

- Always held a strong and committed belief in the capabilities of people who are blind. In 1978, Pete became the first university professor to accept a person who was blind into the O&M program. The field criticized him severely for doing so, but he acted with integrity and held firm to his moral standards. Now, students who are blind are commonly admitted to university O&M programs and are teaching in the field. Pete was, once again, ahead of his time and he set the standard to which the field eventually evolved.
- Began the first "summers only" orientation and mobility certification program. He recognized that students who have families or full-time jobs may not be always able to commit to full-time participation in a university program. Also, recognizing that it was often not possible for rural areas to hire an O&M specialist to work with a small group of students, Pete made certain that students could become dually certified in both Teacher of the Visually Impaired (TVI) and O&M to be better able to meet both the O&M and TVI needs of students in rural communities.
- Brought professional preparation in orientation and mobility to places where it had not existed, including Texas Tech University in Lubbock, the University of British Columbia in Vancouver, British Columbia, and literally to all of the western provinces of Canada.

Pete was, without a doubt, a true leader in the field of O&M, receiving many of the major awards that the field offers:

- **1984 – Sandy Kolterman Award** (Northern California Chapter of the Assn. for Education and Rehabilitation of the Blind and Visually Impaired)
- **1994 – Blaha Award** (Assn. for Education and Rehabilitation of the Blind and Visually Impaired)
- **1994 – First recipient of the Berdell "Pete" Wurzburger Award** (Northern California Chapter of the California Association of O&M Specialists)
- **2006 – Citizen Cane Award** (Lighthouse for the Blind and Visually Impaired, San Francisco, CA)
- **2007 – Migel Medal** (American Foundation for the Blind)

Pete impacted the field with his integrity, professionalism, and true concern for people. He was forward-thinking and courageous, introducing services and boldly stating philosophies that were unpopular at the time, but which

have become the norm in the field today. He was a true role model for looking ahead to recognize and address unmet needs of people who have visual impairments.

Despite all of his professional contributions, it is the character of the man that people remember and cherish most about Pete. A quiet and gentle man, Pete was loved by all of his students. Even into his 80's, Pete was still a mentor to many people in the field. It has been said of Pete that the most precious and salient aspect of his nature was to accept every human being as his equal. He never judged people, but rather accepted them as they are, found the good in them, and nurtured and supported them. Pete's legacy in the field of O&M and in the hearts of those who knew him will live on forever.

Video and Photos

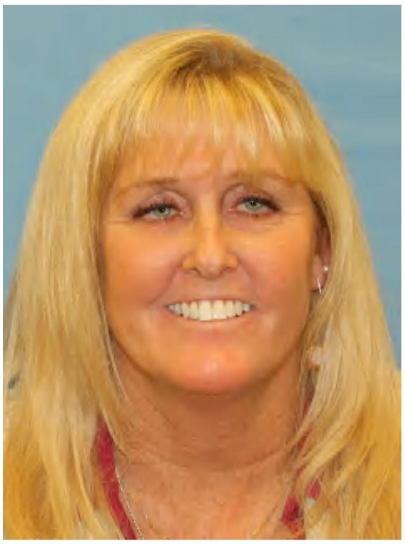
2012 Induction Ceremony:

Berthold Lowenfeld: A Personal History. Interviewed by Pete Wurzburger and Phil Hatlen, 1988:

Download this video

Photos: Pete Wurzburger in 1940s; Pete Wurzburger at the Orientation Center for the Blind in the late 1950s; Pete Wurzburger teaching O&M; Pete Wurzburger, Phil Hatlen, and Sally Mangold; Pete Wurzburger working with developmentally disabled student at Sonoma Development Center in the mid-1980s; Pete Wurzburger teaching O&M at SFSU in the early 1970s; First AAWB Div. 9 Certification Committee, 1968; Robert Whitstock, Russell Williams, Pete Wurzburger, and others; Pete Wurzburger in retirement.

Trischa Zorn-Hudson
Inducted 2022



Trischa Zorn-Hudson is the most decorated athlete in Olympic or Paralympic history. Her Paralympic swimming career spanned from 1980 to 2004, resulting in 55 medals – forty-one gold, nine silver, and five bronze. She was nominated as Sports Illustrated Women of the Year in 1988 and was inducted into the International Paralympic Hall of Fame in 2012.

For 10 years Zorn-Hudson taught in the inner-city schools of Indianapolis and says that years of swimming prepared her in many ways for a professional career in public service. The students that came through her classroom taught her life lessons she cherishes. During this time, she pursued her passion for law and was accepted into the McKinney School of Law in Indianapolis. She graduated in 2007 and worked for two years at the Indiana Pro Bono Commission for two years helping those who were living in underserved communities.

Today, Zorn-Hudson works at the U.S. Department of Veterans Affairs as a legal instrument examiner for a 16-state region in helping to protect veterans' benefits. In her words: "The core values of the agency align to my values of Integrity, Commitment, Advocacy, Respect, and Excellence. It is the agency's mission and mine to work diligently to serve veterans and their beneficiaries. Further, to be able to see veterans exposed to Paralympic sports after their injuries inspires me to continue to do the work I do daily." During this time, she also volunteered and was a member of the board of directors for the United States Association for Blind Athletes, which brings sport and opportunities to the lives of blind and visually impaired individuals around the country.

Zorn-Hudson used her athletic stardom to serve as a role model for countless other Paralympians and Paralympic hopefuls. From her teaching to her current work with blind veterans, she impacted the blindness community long after her competitive career concluded.

Adapted from the nomination by Molly Quinn.

Hall of Fame: Leaders and Legends of the Blindness Field is a project of the entire field of blindness. It is curated by the American Printing House for the Blind, a 501(c)(3) tax exempt organization.

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